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CHILDREN

OF THE

OTHER AMERICAS

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CHILDREN

OF THE

OTHER AMERICAS

*A guide to materials in English on the
Other Americas suitable for the elemen-
tary and junior high school grades.*

Prepared by
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with the assistance of
Dorothy Conzelman
under the supervision of the
Division of Intellectual Cooperation
of the Pan American Union

February 1942

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CHILDREN OF THE OTHER AMERICAS

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{ Children of the Other Americas }

GENERAL REFERENCES
AND
TEACHING AIDS

(III)

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INTRODUCTION

"We study about your country in our school books but we want to know more about *you*, the games you play, the songs you sing, the food you like. We want to know about your parties, your lessons and your pets," wrote a little girl in the Argentine to a small correspondent in the United States.

Children need no longer depend only on letters for the knowledge they wish to have about each other. New and interesting textbooks, picture books, magazines, motion pictures, and radio have found their way into the classroom of many schools. There are stories for children which make the countries they study more real.

Geography in the elementary school now answers many eager questions. It has become the study of the earth as the home of people. It shows how parents and children and larger social groups respond to their natural environment. Today children study geography as the stage upon which the action of life takes place. They discover that action in a given period becomes its history. They learn that people rearrange this stage. They cut tunnels through mountains. They change the course of rivers. They transplant animals and trees and plants from their indigenous homes into new environments. They create radio highways in the sky. Their successes and failures make their history. Music, literature, the arts of the people are intimate expression of these struggles.

But geography, history, music, literature, art treated as separate subjects for mature students, for specialization and convenience, are not in separate compartments to the child. His mind cuts across such divisions and he sees life as it relates to him as an individual. His school now arranges his program of studies to help him interpret life as he sees it around him and to meet the demands that it places upon him. This new concept has been kept in mind constantly in compiling this guide for teachers and pupils in the elementary grades and junior high school and therefore the material has been grouped not according to the subject matter of the curriculum but around the children's natural interests.

The young child learns from stories about typical communities: how a child like himself fits into his home, and the home into a very slightly larger world. His questions when he is introduced to the children of Latin America are the same he asks about playmates at home: What kind of a house do they live in? What are their brothers and sisters like? What games do they play? What do they do in school? Do they help their parents in house and field? What are their pets, and what do they eat? What do they make with their hands? What are the stories they are told? And, as the child

grows older: what are the adventures they have when they go outside the home? How do these communities and countries fit into the larger world? To supply as many answers as possible to these questions is the purpose of this guide.

The aim was to keep it simple in form, selective in content and flexible.

In the preparation of the guide a vast amount of material has been examined carefully. In the choice of references an effort was made to select articles, books, and pamphlets that are accurate, readable, easily available and not likely to be outdated soon. A few items now out of print but still available in libraries were included either because of their excellence or because no similar references were found.

In listing the books for children, no textbooks were included, and only a limited number of such books were suggested among those selected for teachers. Neither adult fiction nor highly technical references are given.

Programs of study and teaching materials vary as the communities differ from Alaska to Patagonia. Chronological age no longer can be accepted as a yardstick for measuring grade placements and child's interests. His ability depends on many factors—health, home life, environment, talent, travel, and experience. The problem of adapting subject matter to the age level of the child is an individual one for each teacher. Therefore only general directions or suggestions for the use of the material are indicated in the annotations.

Special attention has been given to references adaptable for assembly and special programs and projects.

The first section of the guide contains references which set the stage and provide a general background for the study of Latin America. Although it was not possible to list a separate book on every one of the 20 countries, excellent detailed sections on each of the American Republics are found in several of the general books listed.

Examination of the bibliography, particularly the sections devoted to material for children, will reveal to what extent authors have concentrated on a few countries in Latin America, and how much more information in English is still needed if children are to gain a well-rounded picture of the American nations. But nevertheless, the references contained in the various sections comprising this guide, will suggest to the resourceful teacher many an adventure in discovery.

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Teachers who travel bring back pictures, handicraft articles, post cards, motion pictures, and a glow of excitement when they speak about the places they have been and the people they met there. Neither the materials nor the glow are out of reach for the teacher who must stay at home.

A list follows of key sources for teaching aids, including motion pictures, film-strips, slides, stereopticon material, poster and postage stamps, recordings, maps, histograms, cartograms, museums particularly rich in Latin American material, loan exhibits of art or handicrafts, flags, and centers for arranging correspondence with the children of countries to the south.

The teacher, of course, will explore local botanical gardens, and if there are none, green-houses and flower-shops, for tropical plants and flowers, the zoos and pet shops for animals and birds of Latin America; markets where exotic fruits and vegetables occasionally appear, restaurants where typical dishes are served, tinned foods, labels on medicines which list ingredients. She may place in the classroom a small aquarium or vivarium so that children may observe fish and plants they read about, or take them to see articles of handicraft sold in the shops. Occasionally department stores bring exhibitions of textiles or other collections of interesting objects. In many cities, schools or streets are named for Latin American heroes, or their statues stand in the park. Hobbyists sometimes collect historical material, or postage stamps. Some towns in the United States have been named for places in Latin America. It would be interesting to trace the history of such memorials and to learn the Latin American pronunciation of the names. Many cities trade with Latin America and the Chamber of Commerce would know the articles involved. Local travel agents often have pictorial materials.

One of the best ways to learn about the people of Latin America is to become acquainted with the people of similar ancestry who live closer home. In the southwest, which was settled by people of Spanish blood, traditions have been carefully preserved, and it is possible to witness religious celebrations of great beauty which are similar to those described in stories of Latin America. In industrial centers such as Kansas City, Milwaukee, St. Louis, there are groups of people who have brought their traditional customs from Mexico; and here the national holidays are occasions for *fiestas típicas*. Consulates, International Houses, Pan American centers or clubs; universities; Spanish language groups, and religious organizations are points of contact. These students often enjoy speaking, performing their national dances or singing before school assemblies.

Teachers probably will find it desirable to cut expenses by pooling materials and circulating films and aids among the various classes. Some sort of organization would enable one or two teachers to handle correspondence for the group with the central sources listed below. Teachers might interest local museums or other organizations in bringing exhibits for which a rental is charged which would be of interest to the community at large. Local radio stations might be consulted about broadcasts. Special reports by teachers with wide knowledge of music, history, art, or other subjects will help sketch background for the group.

These few suggestions are made with the certainty that many others will occur to the teacher who is aware of the needs of her pupils and of the resources of her own community.

Part I. GENERAL REFERENCES FOR PUPIL AND TEACHER

BOOKS FOR CHILDREN

GILL, RICHARD, and HELEN HOKE. *The Story of the Other America*. Boston Houghton, Mifflin Co. 1941. 56 p., illus.

Brief, simply written summary of South America's history from Columbus to the present. The appendix contains a one page text of the outstanding characteristics of each of the ten countries. Each page of the book is illustrated profusely and the colored end-papers include a map of South America. Useful for beginning study of southern continent.

GOETZ, DELIA. *Neighbors to the South*. New York. Harcourt, Brace & Co. 1941. 293 p., illus.

Describes twelve countries of Central and South America and in addition has a chapter each on products, transportation, education, cultural relations, Pan Americanism and the Latin American heroes. Brief historical background is given, but emphasis is on the modern scene. Illustrated with 92 excellent photographs. Useful for general reference and supplementary reading.

PECK, ANNE MERRIMAN. *Roundabout South America*. New York. Harper Bros. 1940. 359 p.

Good information on South America told in an interesting way. History, culture, industries and education all touched on briefly but with real understanding of countries and people. Good for reference and for supplementary reading.

RICHARDS, IRMAGARDE, and ELENA LANDÁZURI. *Children of Mexico: Their Land and its Story*. San Francisco. Harr Wagner Publishing Co. 1935. 323 p., illus.

A general, simply written book on Mexico. The first twelve chapters give a brief survey of life among the Aztecs before the conquest, the coming of the Spaniards, episodes of Colonial days, and a brief chapter each on the national hero, a fiesta, school, Christmas, and places of interest in and around Mexico City. The appendix contains information on the products of Mexico and the index indicates the pronunciation of Spanish and Indian words.

ROTHERY, AGNES. *South American Roundabout*. New York. Dodd, Mead & Co. 1940. 242 p., illus.

Devoted largely to the countries of South America but includes a chapter on Panama and brief material on Cuba and Haiti. There is interesting material on the plants and animals of the countries included, and some history. Good for social studies and geography.

SÁNCHEZ, NELLIE VAN DE GRIFT. *Stories of the Latin American States*. New York. Thos. Y. Crowell Co. 1938. 406 p., illus.

A reference book on the 20 Republics of Latin America. The history, area, population, climate, form of government, education and important dates of each nation are briefly summarized. Similar information is included for the possessions of other powers in the Caribbean—Great Britain, France, The Netherlands and the United States. Difficult language and dull style.

PERIODICAL REFERENCES AND PAMPHLETS FOR CHILDREN

BARR, GLENN. *South American Place Names* (*Jour. Geog.*, February 1931, p. 79-82).

A few of the common place names of South America are traced as to their origins, often significant in giving the keynote of the history or geography of a place. Santiago honors St. James, the patron saint of Spain; Argentina is the

Spanish adjective meaning silver; Valdivia commemorates the first colonizer of Chile.

BUILDING AMERICA. Our Latin American Neighbors Issue, October 1939, 32 p., illus.

Covers the land, industries, social problems, early history, revolutionary history and modern scene in Latin America. Approximately 75 pictures and 5 pictorial maps increase the usefulness of this outstanding unit.

D'EÇA, RAUL. History and Travel in the Americas (*Bull. Pan Amer. Union*, February 1938, p. 88-96, illus.).

Good general introduction to Latin America. Touches on the naming of the hemisphere, earliest inhabitants, the wars of independence.

HERRING, HUBERT. Cuba: The Island Republic (*Jr. Red Cross Jour.*, March 1939, p. 204-205, illus.).

Overview of the island and its people. In the old days Cuba was the port "on the road to everywhere," and her location controls access to the Caribbean and to the Panama Canal. Incidents in the long struggle to set Cuba free will appeal to students.

MARDEN, LUIS. Hail Colombia! (*Natl. Geog.*, October 1940, p. 506-536, illus.).

Good account of social institutions of the larger cities such as Bogotá, where the *charla* (chat) on street-corners is typical of the leisurely tempo of life. Excellent photographs include an Indian village on stilts near Ciénaga, where the streets are waterways. It was such a scene that caused the adjacent coast to be named Venezuela—"little Venice". There are pictures of Indians in regional dress, and a lovely señorita poses in the fast-disappearing *ñapango* costume. The story of the Crown of the Andes, a beautiful gold crown studded with Colombian emeralds made for an image of the Virgin Mary, is told at length. Social studies reference.

Our South American Neighbors (*Child Life*, November 1940, p. 504-505).

Pictures of interest to children in the elementary grades, carefully captioned and used as the magazine's center spread. Ruins of Macchu Picchu, Iguazú Falls, University of San Marcos, "the world's highest bridge," llamas, mules, ponies, children.

Pan America in Review: Chile (*World Youth*, March 30, 1940, p. 8-9, illus.).

Brief introduction to Chile, emphasizes the climate produced by the long coastline on the west and the Andes on the east. For social studies and as reference material for history, geography.

——— Dominican Republic (*World Youth*, March 2, 1940, p. 8-9, illus.).

Brief historical description of the Dominican Republic where Christopher Columbus was governor and now lies buried. A companion article describes the cruciform beacon designed to mark the discoverer's resting place. The first map of Santo Domingo is pictured.

——— Haiti (*World Youth*, June 8, 1940, p. 8-9, illus.).

Overview of this republic whose language and cultural ideals stem from France and in the racial composition of which the Negro is predominant.

——— Paraguay (*World Youth*, May 25, 1940, p. 8-9, illus.).

Map and overview of landlocked Paraguay, for upper elementary grades. Emphasizes contrast between unconquered jungle and culture existing in centers since colonial times.

——— Venezuela (*World Youth*, May 11, p. 8-9, illus.).

Historical material on Simón Bolívar the Liberator and his birthplace, Caracas. Information on economic resources, especially oil.

Pan American Union. American Nation Series. Washington, D. C. Illus. 5¢.

Separate booklets on each of the twenty Latin American republics prepared by experts in a laboratory set-up. Invaluable to teachers at all levels above primary as supplementary material in geography, history, civics. Physical characteristics, climate, area, population, industry and commerce, transportation, communication, education, and other topics included in text books or organized units are covered in these booklets. Each booklet contains about 20 carefully selected pictures, tables of information, outline maps and general reference tables. There is also a similar more specialized American City Series containing descriptive material on Latin American capitals and other important cities.

Pan American Union. Flags and Coats-of-arms of the American Nations. Washington. 17 p., illus. 10¢.

Historical information and descriptions of the flags and coats-of-arms of the twenty-one American Republics.

The Products of Brazil (*Jr. Arts and Activ.*, March 1941, p. 19-22, illus.).

For a unit on Brazil in the middle grades, the teacher will find in this article factual material, suggestions for activities, and illustrative materials. See Intermediate listing. Source map.

The Resources of the Americas (*Jr. Schol.*, September 1940-May 1941, illus.).

The separate articles in this series include material at children's level on the meeting of the American nations' representatives at Havana in 1940, the people and their points of view, their radio, transportation, industries, crops, mineral wealth, railroads; plans for naval and air defense. Some of these articles have been classified and described in other sections of this guide.

Scholastic: The American High School Weekly. Pan American Issue, Dec. 9, 1940, illus.

This issue contains "This New World of Peace," a radio play incorporating historical information. In addition there is a page of Latin American Facts p. 32, a Pan American Reading Guide, p. 53, an adventure story from the book, *Southward Ho* by William LaVarre entitled "All the Gold in Yucatán," etc.

Walterinire, Helen. A Booklet Map of South America (*Jr. Arts and Activ.*, January 1941, p. 14).

Project for intermediate children, with teacher's supervision. The booklet map is clearly and carefully illustrated; and the procedure for making it is described step by step with a list of materials to be used.

BOOKS FOR THE TEACHER

AIKMAN, DUNCAN. The All-American Front. New York. Doubleday, Doran & Co. 1940. 344 p.

Discusses development of Latin America and how and why it differed from development of North America. Gives frank, unsentimental appraisal of economic, political, social and cultural life, the extreme nationalism of the republics; contains a good discussion of democracy and the future of hemisphere solidarity.

CARLSON, FRED A. Geography of Latin America. New York. Prentice-Hall, Inc. 1936. 642 p.

The book enumerates and interprets the conditions that have influenced the development of the Latin American republics. The general characteristics, description, and interpretation of the natural-cultural regions, and a summation of geography in relation to domestic and foreign affairs are included for each country. The 66 maps and charts include many on rainfall, population, climates, principal ports, etc. 134 excellent photographs of plants, animals, people, and places supplement and clarify the text. Comprehensive bibliographies are included at the end of each chapter and a pronouncing list of Latin American names is of particular value.

Compton's Pictured Encyclopedia and Fact-Index. 1941 edition. F. E. Compton and Co., Chicago 1941.

In each of the volumes of this new edition there is detailed material pertaining to Latin America. There is general information such as the material in volume 13, p. 205-211, entitled "The Southern Half of the New World" classified under the letter S. This also includes a reference-outline for organized study of South America and bibliographies for younger readers and advanced students and teachers.

FERGUSON, ERNA. Venezuela. New York. A. A. Knopf. 1939. 346 p.

A comprehensive, readable book which describes life in the ports, cities, villages and on the enormous ranches of the country. In her travels throughout the country, the author talked to people of all classes and many of these conversations are recorded here. The book contains a good summary of Venezuela's history, particularly of the colonial period, together with an entire chapter on Simón Bolívar. There is also good information on the wealth, industry, and cultural life of Venezuela. The 44 photographs which illustrate the book show the people, the countryside, the cities, and industries.

GOETZ, DELIA, and VARIAN FRY. *The Good Neighbors: The Story of the Two Americas*. Headline Book Series. New York. Foreign Policy Assn. 1941. 96 p. (revised ed.).

A brief survey of the history of Latin America from the discovery to the present day, which emphasizes the economic, political, and social development of the southern republics, and their relations with the United States. The value of the book is enhanced by 15 excellent maps and graphs which show distances between the Americas and the rest of the world, means of communication, products, trade, etc.

GREEN, PHILIP L. *Our Latin American Neighbors*. New York. Hastings House. 1941. 128 p.

A brief, simply written survey of Latin America from before Columbus to the present. The geography, conquest, colonial period and independence, and later progress and problems are all discussed. There are chapters on Latin American culture and a good discussion of the racial background and of the various Indian tribes living throughout the Americas. A good general book for background information, also useful for high school or selected junior high school students.

HANSON, EARL P. *Chile: Land of Progress*. New York. Reynal & Hitchcock. 1941. 201 p., illus.

Concise but complete and colorful survey of Chile, sympathetically told. A chapter on Chile's history gives a good background for the chapters which follow on the people and government, products and industry, social legislation, education, culture, and general information for visitors to Chile. Of particular interest is the chapter on culture which gives good information on the music, literature, and dances of Chile. The chapters on the people and government are equally interesting and valuable for an understanding of the country's development and the characteristics of the people. Illustrated with 12 excellent photographs.

HERRING, HUBERT. *The Good Neighbors: Argentina, Brazil, Chile, and Seventeen Other Countries*. New Haven. Yale University Press. 1941. 381 p.

A well-written book based on fact and first-hand experience by the Director of the Committee on Cultural Relations with Latin America. The book centers mainly on the three countries named in the title and Mexico, with brief space devoted to the others. The author has included much of his own first-hand research into the everyday life of the Latin American. The author understands and appreciates many of the problems of inter-American cooperation. In the last section of the book he gives a realistic appraisal of United States policy in Latin America and of the alternative channels into which that policy might be forced.

KELSEY, VERA. *Seven Keys to Brazil*. New York. Funk & Wagnalls Co. 1940. 314 p., illus.

An exhaustive book on Brazil, beginning with a brief survey of the Portuguese, Indians, and Negroes, Brazil's early settlers, covering the colonial period, describing life under the Emperors, and independence from Portugal. The author describes in detail the seven different regions of Brazil, the culture, industry, and cities. The last part of the book is devoted to a brief discussion of the arts of the country. The wealth of material makes it useful as a reference book. The 54 photographs give an idea of people, places, and industries of the country.

KELSEY, VERA, and LILLY DE JONGH OSBORNE. *Four Keys to Guatemala*. New York. Funk & Wagnalls Co. 1939. 332 p., illus.

A comprehensive and authentic book on Guatemala based on material collected by Mrs. Osborne during a lifetime's residence in Central America, the major part in Guatemala. The early history of the country, the conquest and colonial period, and the development of the country after it became a republic are all treated in an interesting way. There is admirable material on the arts and crafts, the fiestas and costumes as well as on the economic, political, and cultural life. Particularly valuable are the 10 pages of notes which include detailed information on birds, trees, medicinal plants, flowers, and a list of the dye plants from which Indians obtained their colors. The 56 illustrations of buildings, countryside, dances, fiestas, costumes, and handicraft add to the value of the book.

McCULLOCH, JOHN I. B. Challenge to the Americas. Headline Book Series. New York. Foreign Policy Assn. 1940. 64 p.

Begins with the 1940 Havana Conference of American Foreign Ministers, summarizes briefly early Pan-Americanism, the beginning of the Good Neighbor policy, and the problems posed for the Americas by the war in Europe and the results of the Panama Conference in 1939. A discussion of neutrality, economic cooperation, European possessions in the Americas, trade, fifth columnists, financial and military aid to the Americas are also included. Maps and charts show European possessions in the Western Hemisphere, naval and air bases, and Latin America's major exports in 1938.

RAUSHENBUSH, JOAN. Look at Latin America. Headline Book Series. New York. Foreign Policy Assn. 1940. 64 p.

A handy brief reference book on Latin America which gives in condensed form a great deal of information on the peoples, land and climate, products, schools, health, industries and many other aspects of the 20 republics. Distribution of population, products, riches, route of the Pan American highway, principal railroads and airways, naval, air, and military bases are shown on eleven excellent maps. A dozen charts show exports and imports, U. S. trade with the various republics, chief agricultural exports, strategic materials in Latin America, etc.

ROBERTS, W. ADOLPHE. The Caribbean: The Story of Our Sea of Destiny. Indianapolis. Bobbs-Merrill Co. 1940. 313 p.

Detailed and colorful survey of Caribbean countries from Columbus to 1940. Full treatment of the conquest, colonial period, independence, and later times and personalities who figured in this history: Columbus, Balboa, Cortés, Pizarro, Las Casas and Bolívar. There is also much information on the relations of the American nations with European powers: England, Holland, France. The development of plantations, introduction of sugar, bananas and other crops, and beginnings of the slave trade are traced. Numerous maps, showing voyages and colonizations, and 21 illustrations, including portraits of many famous men, add to the value of the book.

ROMOLI, KATHLEEN. Colombia: Gateway to South America. Garden City. Doubleday, Doran & Co. 1941. 364 p.

An unusually well-written, informative book in which the author has presented the past, present, and future of one of the most important American republics. The author has given not only the factual material of her subject but has included a wealth of legend and tradition which add color and interest, as for instance the chapter on "The Lake of El Dorado" and the legends of The Gilded Man. In Chapter 31, "Even Neighbors Can Be Friends," the author discusses past relations between Colombia and the United States and makes some suggestions looking toward a better understanding in the future. Fourteen photographs illustrate the book.

SCHURZ, WILLIAM LYTLE. Latin America. New York. E. P. Dutton & Co. 1941. 378 p.

An excellent general survey by an author who has lived more than 20 years in Latin America. The book introduces us to the geography of this vast territory, summarizes the early history and gives an interesting picture of the people, the government and the economies of the countries—the industries, transportation and foreign trade. The relations between the various republics, with Europe and with the United States are described in realistic manner. The last section, "The Way of Life," is of particular interest for in that section the author discusses Latin America's cultural characteristics, social organization, education, religion and literature. An excellent glossary of Spanish and Indian terms, a map and index add to the value of the book.

SIMPSON, LESLEY BYRD. Many Mexicos. New York. G. P. Putnam's Sons. 1941. 336 p.

A good general book on Mexico in which the author humanizes its history and highlights the men, events and institutions of the past which have left their traces on the modern scene. From his intensive research the author presents not only much new material but also a new viewpoint on many old problems. There is also good material on many of Mexico's great figures—Cortés, Mendoza, Velasco, Hidalgo, Juárez and others, as well as a good chapter on education and letters. The author has given a balanced and objective picture of many of the country's problems.

WEDDELL, ALEXANDER MILBOURNE. Introduction to Argentina. New York. The Greystone Press. 1939. 301 p., illus.

A former American Ambassador to Argentina is the author of this informative book which begins by describing the various means of transportation to Argentina and the best time to visit the country. There is a chapter on the people, their racial strains and characteristics, as well as detailed chapters on Buenos Aires and the Argentine countryside. The theatre, opera, clubs, sports, university life and the press, hunting and fishing, birds, flowers and trees are all included in the chapters which follow. The appendices give detailed information for tourists on hotels, restaurants and food, on shops, and excursions out of the city. The 41 excellent photographs which illustrate the book introduce the reader to the beauty spots of Argentina and include few of the people and their occupations.

WILGUS, A. CURTIS. The Development of Hispanic America. New York. Farrar & Rinehart. 1941. 941 p., illus.

A good, comprehensive text and reference book on the history of the development of Latin America from the earliest times to the present, with 125 maps. The value of the book is further increased by the exhaustive bibliographies at the end of each section, the glossary of Spanish and Portuguese terms, the outline of Hispanic-American constitutions and the more than 50 pages of bibliographical essay on leading works in various languages dealing with Hispanic America.

WILLIAMS, MARY W. The People and Politics of Latin America. New York. Ginn & Co. New edition, 1938. 888 p., illus.

An authoritative, comprehensive survey of Latin America from the pre-Columbian period through the Inter-American Peace Conference held at Buenos Aires in 1936. The conquest, colonial period and the wars of independence are treated in detail. A chapter is devoted to each of the republics except the republics of Central America which are included in one chapter. There are also chapters on education, literature, art, music; on the economic activities of the Spanish colonies; and on colonial society. Throughout the book emphasis has been put on the people of Latin America and upon the constructive development of the countries rather than upon the wars. The 65 illustrations picture many of the persons who have contributed to the political, industrial and cultural progress and throw light upon economic activities, architecture, art and customs. The 21 maps add to the usefulness of the book.

PERIODICAL REFERENCES AND PAMPHLETS FOR THE TEACHER

BELLE GARDE, DANTÈS. Haiti's Role in the Western Hemisphere (*Quart. Jour. Inter-Amer. Relations*, October 1939, p. 57-66).

In explaining the Haitian contribution to Pan American relations and to the democratic cause, the author summarizes the unique sociological factors of that republic. Some reference is also made to geography, economy and history.

BENJAMIN, HAROLD. Protecting Our Educational Ideals (*Jour. Amer. Assn. Univ. Women*, Convention Number 1941, p. 211-216).

Dr. Benjamin, Dean of the College of Education at the University of Maryland, after a recent visit to South America, points out that the greatest natural resource which may be developed in the Americas is the intelligence, health, and energy of their people. He considers education the best long-time defense, and believes a pattern of activity is needed in this field. Teachers at all levels will be interested in Dr. Benjamin's ideas on the relation of education to the joint problems of the United States and Latin America.

BIRNBAUM, MARTIN. Guatemalan Panorama (*Nat. Hist.*, September 1941, p. 73-85, illus.).

Stresses the archeological treasures of Guatemala and the following aspects of the life of the Indian native: daily existence, dress, amusements, art, and religion. History and geography of the country are also featured. Splendid illustrations.

BOLTON, HERBERT E. Cultural Cooperation with Latin America (*Jour. Natl. Ed. Assn.*, January 1940, p. 1-4, illus.).

An address before the Conference on Inter-American Relations in the Field of Education, held in Washington, D. C., under the auspices of the Division of

Cultural Relations of the Department of State. The author states that cultural cooperation implies a mutual interest in, a mutual desire to understand and a mutual effort to disseminate knowledge of each other's civilization. He suggests that a nation's culture comprises the whole body of its civilization; its way of life; its modes of thought; its religious mold; its social structure; its manner of artistic, spiritual, and intellectual expression. The author points to traditions, ideals, and origins the American republics have in common.

BRESSMAN, E. N. Inter-American Cooperation in Agriculture (*World Affairs*, September 1941).

A timely discussion of the importance of agriculture as an effective means of hemisphere defense against economic and political penetration, with a listing of some of the important complementary agricultural products now grown in the tropics of this hemisphere. There is general information about the use of each. The teacher will find valuable timely information on the importance of agriculture as an effective means for hemisphere solidarity. Information useful for classes in science, commerce, and social studies in elementary schools.

Bulletin of the Pan American Union. April 1940, Fiftieth Anniversary Issue, 360 p., illus.

This special number issued on the occasion of the fiftieth anniversary of the Pan American Union carries a series of surveys of Pan American achievement during the years 1890-1940 in these fields: diplomatic relations, international law, agricultural cooperation, and medical and public health progress. May be consulted in many libraries. A limited number of copies available.

Fortune. South America. (Packet of reprints with special map.) New York. Time Club Bureau (Rockefeller Plaza). 1941. Illus. 50¢.

Reprints of seven articles which appeared in *Fortune* 1937-1940: "The Continent," Dec. 1937; "Peru," Jan. 1938; "Chile," May 1938; "Argentina," July 1938; "Venezuela," March 1939; "Brazil," June 1939; "Twenty Nations and One," Sept. 1940. Illustrated with photographs and caricatures of prominent figures in the inter-American scene; accompanied by a map which shows topography and curvature. The teacher will find these articles easy to follow. In common with all material touching on some phase of the political scene, the proverbial grain of salt must be applied to some of the conclusions reached by the editors of these articles. While the political scene shifts, basic information does not vary.

GREEN, PHILIP LEONARD. Cuba: Caribbean Outpost (*Agric. in the Americas*, April 1941).

Many Cuban families trace their ancestry back to *conquistadores* of aristocratic background, but the vigorous quality of Cuban life can be traced to later Spanish immigrants. The author discusses the weakness of Cuba's one-crop economy (sugar) and the policy of diversified agriculture which many Cuban leaders urge. He discusses Cuba's strategic position with relation to the hemisphere and the unquenchable love of liberty of the Cuban people.

HANKE, LEWIS. Latin America: Soil for Democracy? (*Harper's*, June 1941, p. 46-57).

Dr. Hanke, head of the Hispanic Foundation of the Library of Congress, points out the difficulty of generalizing about twenty diverse republics, but analyzes the position of several important groups with respect to democracy. He suggests that material interest might predispose conservative landholders to totalitarian views, that the "cultural fusionists" are intellectuals diametrically opposed to theories of race superiority, and that industrialization is producing an urban middle-class with democratic tendencies. Carefully written, thought provoking.

JAMES, PRESTON E. Expanding Frontiers of Settlement in Latin America: A Project for Future Study (*Hispanic Amer. Hist. Rev.*, May 1941).

This address presented before the Section on History and Geography of the Eighth American Scientific Congress is a clear consideration of population distribution in Latin America, fundamental to understanding current problems. It is in large part the "hollow frontiers" which attract the attention of European expansionists.

JIMÉNEZ-RIVERA, GEORGIA. Cultural Obstacles to Pan-Americanism (*International Quarterly*, Summer 1941, p. 19-23).

Stimulating comment on the psychological and cultural difficulties which hamper understanding between the two Americas, by a Latin American; informal, candid. Georgia Jiménez-Rivera, who has returned to Panama after receiving her Ph. D. in sociology from Columbia University; stresses the difference in tempo of life and its effect on personal as well as national relationships. She contrasts the Anglo-Saxon code of "playing fair" with Latin "*dignidad*"—a concept of personal dignity which is all-embracing. Helpful to teachers who have contact with Latin Americans as well as to those who have no first-hand acquaintance.

LONG, E. JOHN. Guatemala Interlude (*Natl. Geog.*, October 1936, p. 429-460, illus.).

Recommended especially for excellence and choice of accompanying photographs (23 in black and white and 13 in natural color) covering many aspects of home and community life, history, scenery, industries, animals, and plants. Of special interest: women washing clothes in a hot spring and rinsing them in the cool waters of Lake Amatitlán, arm's length away; a ceiba tree at Palin which has a spread of more than 180 feet; an unusual relief map erected in the capital city, showing the topography of the entire republic in concrete. Beautiful pictures of a quetzal, the national bird, which gives its name to the dollar coin.

MANGER, WILLIAM. Inter-American Highlights. Pamphlet. Washington, D. C. Pan American Union. 1940. 55 p., illus. 10¢.

Summarizes outstanding events in inter-American relations during the fifty years that the Pan American Union has been in existence as the mechanism of cooperation between the republics of the Americas.

——— Relations of the United States with Latin America. Washington, D. C. Pan American Union: 1941. 12 p., mimeo. 5¢.

Although not a chronological discussion of relations between the United States and Latin America, this summary touches on most of the outstanding diplomatic agreements. Its section on the Monroe Doctrine is notably concise and clear.

National Education Association. Educational Policies Commission. For these Americas. Pamphlet. Washington, D. C. June 1940. 15 p. 10¢.

Primarily a plea for the increased study of Latin America in elementary and secondary schools, but it is prefaced by a particularly fine statement of inter-American relations and traditions.

Pan American Union. The Americas: A Panoramic View. Washington, D. C. 1939. 30 p., illus. 10¢.

Condensed material for basic overview; geographical and historical settings; products and industries, transportation, education; included is a list of publications of the Pan American Union offering more detailed information. The 15 photographs include a statue of Bolívar, the Inca ruins of Machu Picchu, Rio harbor, Lake Atitlán, scene in the Andes, the University of San Marcos, a view of the port of Buenos Aires. The booklet is so inexpensive that pictures could be clipped for posters, notebooks, etc., for individual and group projects at junior high school level.

The Phi Delta Kappan. November 1941 number. 160 p.

The whole number is devoted to Pan American intercultural relationships. Each article and editorial was prepared by an authority in the field. Some of the more lengthy features are entitled "Interchange of Cultural Viewpoints," "Radio and Pan American Relations," "Exchange of Teachers and Students," "The Pan American Union" (in the field of education) and "The Schools and Pan Americanism."

ROWE, L. S. The Pan American Union and the Pan American Conferences. Pamphlet. Washington, D. C. 1940. 18 p. 5¢.

In two parts: first, a brief historical sketch covering each Pan American conference from 1826 to that of Panama in 1939; second, a survey of the work of the Pan American Union from 1890-1940 with details on the services of the various divisions.

RUDOLPH, WILLIAM E. Bolivia's Water-power Resources (*Geog. Rev.*, January 1940, p. 41-63, illus.).

Excellent picture of Bolivia, developed as an overview of her mineral resources and present and potential water power, with discussion of what development of potential water power will mean to the life of the country. The map and 23 photographs are useful at all age levels above fifth grade. Elevation, land formations, bridges, *balsas* (Indian boats of woven reeds), and Indian groups are shown.

SHARP, ROLAND HALL. While Cuba Sings (*Chr. Sci. Mon.*, Mar. 29, 1941, illus.).

A compact picture of Cuba's social conditions, economic hopes and fears at the present time. Color photograph, by Henricks Hodge, shows a Cuban climbing a giant palm at Soledad. Other good pictures.

Survey Graphic. The Americas: South and North. Special Number, March 1941, Illus. 50¢.

Articles covering every phase of life in Latin America by 22 authors well qualified to write on the southern republics. The relations between the countries of this hemisphere, the prospects for hemisphere solidarity and the part communications and transportation play in achieving it are discussed in several articles. Other sections of the magazine take up Latin America's resources and trade, the industrialization of various countries as well as the future of special regions, such as the Caribbean and the Amazon. Social conditions in Latin America are described in articles on the work of the women, child welfare, labor, and social insurance and the future of the Indians. Cultural relations between the republics are treated in articles on the exchange of students, music and painting. One hundred excellent photographs and 18 maps and charts illustrate this special number.

WHITE, JOHN W. The New Pan-Americanism (*Quart. Jour. Inter-Amer. Relations*, April 1939, p. 31-36).

Significance of the Seventh and Eighth International Conferences of American States, held, respectively, at Montevideo in 1933 and at Lima in 1938.

WILSON, CHARLES MORROW. Panama: Keystone of Hemisphere Defense (*Travel*, February 1941, p. 23-27, illus.).

Setting and background of the Panama Canal, world doorway of first importance for defense. The name Panama means "plenty of fish", a land for turtle fishers and pearl divers, home of the banana, rich in coconuts, with a future in rubber. Plant and animal life are described. Two pictures of animals, a pet *coati* and a sloth are especially interesting; also one of the log dugout used by the San Blas Indians. There is an account of the discovery by Balboa and history to the present time, including history of the Canal. Rich in factual material and curriculum suggestions for the elementary teacher.

——— Our Future in Central America (*Travel*, September 1941, p. 7-11, illus.).

Deals with the importance to the people of the United States of the new agricultural developments of Central America. Discusses food and mineral resources and the new type of citizen that is emerging, skilled, educated, achieving success on the *finca* (plantation), in medicine, law, as jungle engineer, surveyor, builder of bridges, railroads, and highways. Lists commodities which the United States is obliged to import and which Central America can supply.

Part II. AIDS FOR TEACHERS

SOURCES OF AUDIO-VISUAL TEACHING AIDS

1. American Council on Education, Motion Picture Project, 744 Jackson Place, Washington, D. C., evaluates and classifies films for classroom use. Write for bulletin entitled *The Other Americas Through Films and Records*.
2. The American Film Center, Inc., 45 Rockefeller Plaza, New York City, is prepared to assist schools, youth and adult organizations or any group interested in obtaining the best available motion pictures for nontheatrical purposes. Lists of films will be prepared on specific subjects. Consults with groups to determine how films can be fitted into their programs, arranges for booking of films, suggests ways of securing projection service and the costs involved. The film center is not a distributor and issues no catalog. No charge is made for the consultation service.
3. The American School of the Air broadcasts are a supplementary aid to classroom teaching. A 'Teachers' Manual is supplied free to all teachers who use the programs. Address communications to the Department of Education, The Columbia Broadcasting System, Inc., 485 Madison Avenue, New York City.
4. Eastman Classroom Films, Eastman Kodak Co., Rochester, N. Y., sells prints to educational institutions from which they may be rented. The films deal chiefly with the geographical aspects of the countries. Available are the following silent, 15-min. 16-mm. films:

Argentina.
Bolivia.
Brazil—Amazon Lowlands.
Brazil—Eastern Highlands.
Chile.
Central America.
Continent of South America.
From Haiti to Trinidad.
Mexico.
Panama Canal.
Peru.

5. Erpi Classroom Films, Inc., 35-11 Thirty-fifth Avenue, Long Island City, N. Y., deals exclusively in educational films. They sell to film libraries from which films may be rented. Available are the following 11-min. (sound) 16-mm. films:

Arts and Crafts of Mexico.
Argentina—People of Buenos Aires.
Brazil—People of the Plantations.
Chile—People of the Country Estates.
Land of Mexico.
People of Mexico.
Peru—People of the Mountains.

6. *Educational Screen*; 64 East Lake Street, Chicago, Ill., is a magazine published monthly evaluating and listing materials in the fields of audio-visual instruction.

Educational Screen Co. publishes *1000 and One: The Blue Book of Non-Theatrical Films*. Price 75¢.

7. The Division of Intellectual Cooperation of the Pan American Union furnishes a mimeographed pamphlet of 33 pages which lists films and slides available for general use. Price 10¢.
The Pan American Union's Section of Motion Pictures issues a four-page leaflet entitled *Motion Picture Films Available through the Pan American Union*.
8. The RCA Manufacturing Co., Inc., Camden, N. J. (Educational Department) furnishes a leaflet entitled *Patriotic and Folk Music of the Americas* which lists phonograph records with prices. Included in the list pertaining to Latin America are: Ballads and Folk Songs, Indian and Negro Music, National Anthems of Latin American Countries, Representative Styles of Latin American Music.
9. H. W. Wilson Co., 950 University Avenue, New York City, issues *Educational Film Catalogue*, a general guide to films, kept up-to-date by supplements.
10. Victor Animatograph Corporation, Davenport, Iowa, furnishes a directory of sources of 16-mm films.
11. The Office of the Coordinator of Inter-American Affairs, 444 Madison Avenue New York City. Write for complete list of films available.

LATIN AMERICAN COSTUMES

The people of Latin America dress very much the same as the people of the United States. In the interior of some countries like Guatemala, Ecuador, Bolivia, and Peru, there are isolated Indian villages where the people retain the same dress as their ancestors wore. The gaucho costume is still to be seen in some places in Argentina and Uruguay, just as the cowboy costume is often seen in some parts of the West of this country. Traditional costumes are for special occasions, very much as in North America and other countries of the world.

GENERAL REFERENCES

- COMINS, EBEN F. Indians that I Have Drawn (*Bull. Pan Amer. Union*, July 1939, p. 369-379, illus.).
Five pictures of Indians of Bolivia and Peru, illustrative of headdress.
- Fiesta Pan Americana (*Think*, March 1941, p. 18-19, illus.).
Eight photographs showing Bolivian, Panamanian, Argentinian, Paraguayan, and Peruvian costumes.
- Folk Dances of Spanish America (*Bull. Pan Amer. Union*, November 1939, p. 652-658, illus.).
Illustrations of dance costumes of Peru, Chile, Argentina, and Mexico.
- HALOUCÉ, EDOUARD. Costumes of South America. Portfolio. French and European Publications, 610 Fifth Avenue, New York City. 1941. Illus.
Two editions—\$20.00 and \$25.00: the latter includes illustrations of handicrafts.
- HERNÁNDEZ, FRANCISCO J. Some Latin American Festivals (*Bull. Pan Amer. Union*, November 1939, p. 642-652, illus.).
Photographs of Indians: one Bolivian, two Ecuadorean, and three Peruvian.
- Life and Death in Ancient Maya Land (*Natl. Geog.*, November 1936, p. 622-631, illus.).
Reproductions in color of 10 paintings by H. M. Herget.
- MARDEN, LUIS. Today in the Feathered Serpent's City (*Natl. Geog.*, November 1936, p. 598-615, illus.).
Fourteen natural color photographs showing the dress of the Mayas of today.
- MCMILLIN, STEWART E. The Heart of Aymará Land (*Natl. Geog.*, February 1927, p. 213-256, illus.).
Thirteen illustrations of Bolivian and Peruvian Indians and *cholos*.
- MEANS, PHILIP A. The Incas: Empire Builders of the Andes (*Natl. Geog.*, February 1938, p. 225-264, illus.).
Ten reproductions in color of paintings showing the ancient dress of the Incas, and 10 photographs of the costumes of their descendants.
- MÉRIDA, CARLOS. Mexican Costumes. The Pocahontas Press, 12 Scott St., Chicago. \$18.00.

- Portraits of Ancient Mayas (*Natl. Geog.*, November 1935, p. 552-561, illus.).
 Ten reproductions in color of paintings by H. M. Herget.
 SPICER, DOROTHY G., and YOLANDA BARTAS. *Latin American Costumes*.
 New York. Hyperion Press. 1941. 83 p., 16 colored pl., numerous black
 and white illus. \$5.00.

SPECIAL REFERENCES

Argentina:

- NICHOLS, MADALINE W. The Argentine Gaucho (*Bull. Pan Amer. Union*,
 May 1941, p. 271-275, illus.).
 Four illustrations of gauchos.
 Paintings of Gaucho Life in Argentina (*Bull. Pan Amer. Union*, March 1932,
 p. 172-179).
 Four reproductions of gaucho costumes of olden days.
 SIMPICH, FREDERICK. Life on the Argentine Pampa (*Natl. Geog.*, October 1933,
 p. 449-491, illus.).
 Thirteen photographs of modern gauchos and 8 reproductions in color of
 of paintings of gaucho life by Cesáreo Bernaldo de Quirós.
 VIDELA-RIVERO, C. J. A Few Words on Argentine Music (*Bull. Pan Amer.*
Union, October 1933, p. 794-800, illus.)
 Three illustrations showing gauchos and the *cielito* dance.

Bolivia:

- CASTRILLO, PRIMO. The Dancing Aymarás of Bolivia (*Bolivia*, Nov.-Dec.
 1940, p. 6-10, illus.).
 Four pictures of Bolivian dance costumes.
 OVERBECK, ALICIA O. Bolivia: Land of Fiestas (*Natl. Geog.*, November 1934,
 p. 645-660).
 Thirteen photographs of Indian dancers.

Brazil:

- DUCKWORTH, THOMAS. Carnaval Carioca: Or Rio's Carnival (*Brazil Today*,
 December 1940, p. 10-15, 20, illus.).
 Thirteen pictures showing types of costumes worn during this festival
 period.
 MOORE, W. ROBERT. Rio Panorama (*Natl. Geog.*, September 1939, p. 283-
 324).
 Thirteen photographs in color of carnival costumes.

Chile:

- HALL, ROBERT KING, and MARGARET G. STANTON. Educating the Chilean
 Huaso (*Bull. Pan Amer. Union*, April 1941, p. 216-224, illus.).
 Reproduction of a painting showing a *huaso* or cowboy.
 SHOWALTER, WILLIAM J. Twin Stars of Chile (*Natl. Geog.*, February 1929,
 p. 197-248, illus.).
 Two colored pictures of *huasos*.
 WILLIS, BAILEY. The Awakening of Argentina and Chile (*Natl. Geog.*, August
 1916, p. 121-142, illus.).
 One photograph of Araucanian Indians and one of *huasos*.

Dominican Republic:

- GAYER, JACOB. Hispaniola Rediscovered (*Natl. Geog.*, January 1931, p. 80-311
 illus.).
 Three pictures in color of Spanish colonial costumes.

Ecuador:

- DYOTT, G. M. The volcanoes of Ecuador (*Natl. Geog.*, January 1929, p. 48-93,
 illus.).
 Two colored photographs of Otavalo Indians; two of Quechua Indians, one
 of which is in color.
 GILL, MRS. RICHARD C. Mrs. Robinson Crusoe in Ecuador (*Natl. Geog.*, Feb-
 ruary 1934, p. 133-172, illus.).
 Five photographs showing Indian dress.

Guatemala:

BIRNBAUM, MARTIN. Guatemalan Panorama (*Nat. Hist.*, September 1940, p. 73-85, illus.).

Ten pictures of Indians, three of which depict dances.

BRADLEY, CAROLYN G. We Visited Guatemala (*School Arts*, November 1940, p. 74-86, illus.).

Twenty-six illustrations, two in color.

DE JONGH OSBORNE, LILLY. Guatemala Textiles. Middle American Research Series, Publication No. 6. The Tulane University of Louisiana, New Orleans. 1935. Illus.

Eleven pictures of Guatemalan costumes, identified as to location. One is in color.

——— Making a Textile Collection (*Bull. Pan Amer. Union*, December 1933, p. 947-963, illus.).

Three pictures of Guatemalan costumes.

GOETZ, DELIA. Letters from Guatemala. Boston. D. C. Heath & Co. 1941.

Fifteen illustrations of costumes, 11 of which are in color.

KELSEY, VERA, AND LILLY DE JONGH OSBORNE. Four Keys to Guatemala. New York. Funk & Wagnalls. 1939. Illus.

Twenty-two pictures of costumes. Chapter 7 describes costumes and accessories.

LEE, THOMAS F. Guatemala: Land of Volcanoes and Progress (*Natl. Geog.*, November 1926, p. 599-648, illus.).

Nineteen photographs of Indians, two colored pictures of ceremonial dances.

LONG, E. JOHN. Guatemala Interlude (*Natl. Geog.*, October 1936, p. 429-460, illus.).

Thirteen photographs of Indians, 7 of which are in color.

Textile Arts of the Guatemalan Natives (*News Service Bull.*, Carnegie Institution of Washington, February 3, 1935, p. 159-168).

Six illustrations of costumes, two of which are in color.

WARD, CONSTANCE A. The Guatemala Art Renaissance (*Bull. Pan Amer. Union*, May 1941, p. 282-290, illus.).

Six reproductions of paintings of Guatemalan Indians.

Haiti:

CRAIGE, J. H. Haitian Vignettes (*Natl. Geog.*, October 1934, p. 435-485, illus.).

Eleven colored photographs illustrative of present day Haitian dress.

One shows Mardi Gras costumes.

Mexico:

Aztec Ambassadors (*Nat. Hist.*, September 1940, p. 112).

Reproduction of a drawing.

FERNÁNDEZ, JUSTINO. The Mexican Pavilion at the New York World's Fair (*Bull. Pan Amer. Union*, October 1940, p. 714-718, illus.).

Photograph showing dolls of the following types: Puebla Indian women, and a Huichol couple.

JIMÉNEZ, GUILLERMO. The Dance in Mexico (*Bull. Pan Amer. Union*, June 1941, p. 317-324, illus.).

Three photographs of dance costumes.

KERBEY, MCFALL. The Texas Delta of an American Nile (*Natl. Geog.*, January 1939, p. 51-96).

Costumes worn in a Texas celebration are shown. Six photographs in color showing *charros*, *china*, and a *tehuana*.

MARDEN, LUIS. On the Cortés Trail (*Natl. Geog.*, September 1940, p. 335-375).

In color: two pictures of children in costume, a girl of Oaxaca, and costumes for a religious procession. Also two drawings of Indians and Spaniards in the days of the conquest of Mexico.

MÉRIDA, CARLOS. Mexican Costumes. The Pocahontas Press, 12 Scott St., Chicago. \$18.00.

MILLER, MAX. The Women of Tehuantepec (*Mexican Life*, October 1938, p. 15-16).

Tehuana costume is described in the article and pictured in a water color.

Modern Progress and Age-Old Glamour in Mexico (*Natl. Geog.*, December 1934, p. 741-756).

Series of views, including two photographs of children in fiesta costume, two *chinas* and two *charros*.

SIMPICH, FREDERICK. North America's Oldest Metropolis (*Natl. Geog.*, July 1930, p. 45-84, illus.).

Photograph of a Spanish costume, two pictures of bullfighters; in color: two Indians and four *chinas*.

Traditional Mexican Dances (*Theatre Arts Monthly*, August 1938, p. 565-566). Illustrated with 6 photographs.

Panama:

BURR, WILLIAM H. Republic of Panama (*Natl. Geog.*, February 1904, p. 57-73). Several *polleras* are shown in one of the photographs.

KERBEY, MCFALL. The Texas Delta of an American Nile (*Natl. Geog.*, January 1939, p. 64).

Plate II shows a *pollera* costume.

Peru:

BARRIS, ANNA A. Red Tassels for Huki in Peru. Chicago. A. Whitman and Company. 1939. Illus.

Twenty-two illustrations showing costumes.

DECOSTE, FREDERICK. Seeking Friendship in Mexico and Peru (*Bull. Pan Amer. Union*, April 1941, p. 205-211).

Among the illustrations there are two of Peruvian Indians.

DESMOND, ALICE, ALIDA MALKUS, and EDNAH WOOD. Boys of the Andes. Boston. D. C. Heath and Company. 1941. Illus.

Fourteen illustrations of costumes.

KERBEY, MCFALL. Cuzco: America's Ancient Mecca (*Natl. Geog.*, October 1908, p. 669-689, illus.).

Seven photographs of Indians and *cholos*.

——— Some Wonderful Sights in the Andean Highlands (*Natl. Geog.*, September 1908, p. 597-618, illus.).

Five photographs of Indians and *cholos*.

MALKUS, ALIDA. Along the Inca Highway. Boston. D. C. Heath and Company. 1941.

Shows one ancient Indian costume, and five examples of Indian dress.

——— The Silver Llama. Philadelphia. John C. Winston Company. 1939.

Has 29 illustrations showing the dress of the Peruvian Indian, 12 of which are in color.

Peru: Ideal Vacation Land (*The Spanish American*, West Coast Edition, May-August 1941, p. 51-88).

Twelve pictures of Peruvian Indians.

SHOWALTER, WILLIAM J. The Lure of Lima, City of the Kings (*Natl. Geog.*, June 1930, p. 727-784).

Six pictures in color of Indians.

Uruguay:

Theatre Arts Monthly, May 1939, p. 385.

Illustration showing the *cielito*, a popular dance.

VIDELA-RIVERO, C. J. A Few Words on Argentine Music (*Bull. Pan Amer. Union*, October 1933, p. 794-800).

Venezuela.

MARDEN, LUIS. Caracas: Cradle of the Liberator (*Natl. Geog.*, April 1940, p. 477-513, illus.).

One photograph of the disappearing traditional dress; three of colonial costumes, one of which is in color.

The Latin American Village, 206 North Cogswell Road, El Monte, California, advertises hand-painted pictures (10 x 13 inches) depicting folk life in South America and Mexico.

The Industrial Arts Cooperative Service, 519 West 121st St., New York City, maintains a loan service which includes some costumes. Consult their catalogue.

Service Bureau, *Women's Home Companion*, 250 Park Avenue, New York City, sells for 10 cents a two-page set of pictures in color of the "Rosita" doll with her costumes from Argentina, Bolivia, Brazil, Paraguay, and Peru. This paper doll originally appeared in the January 1942 issue of *Women's Home Companion*.

LATIN AMERICAN EXHIBITS AVAILABLE IN THE UNITED STATES

1. The Riverside Museum, 310 Riverside Drive, New York City, announces:

Latin American Posters. Two exhibitions of 75 posters each from Brazil, Chile, Cuba, Ecuador, Mexico, Peru, Puerto Rico, and Uruguay. Subjects: Health, Education, Amusement, Transportation, etc. Outdoor bill-board posters by prominent artists, mounted on muslin. Each part, \$25 for two weeks, plus transportation one way.

New Prints from Latin America. Two exhibitions of 75 prints each. Etchings, lithographs, and wood block prints, from Brazil, Chile, Ecuador, Mexico, Peru, and Uruguay. Mounted, no frames, each part \$25 for three weeks, plus transportation one way.

Archaeological Designs of the Chorotegan Indians of Central America. 70 mounted and titled watercolors, 24 x 30 inches, unframed. Exhibited in Paris. \$50 for three weeks, plus transportation one way.

2. The Museum of Modern Art, 11 West 53d Street, New York City:

The Popular Art of Mexico. Approximately 100 items of wide variety, earthenware dishes, jars, figures and toys, textiles and embroideries, masks: baskets, and mats. Installation tables and shelves in attractive colors and unusual forms accompany the exhibition. Photographs on request. Requires approximately 500 square feet for showing. \$50 for three weeks.

Murals by Portinari. Three mural panels in tempera on canvas (from this important Brazilian artist's most important paintings) executed for the Brazilian Pavilion at the New York World's Fair, accompanied by 11 drawings and color notes for frescoes in the Ministry of Education in Rio de Janeiro. The murals are approximately 12 feet square, and about 150 running feet of wall space will accommodate the entire exhibition. \$60 one month.

3. The American Institute of Graphic Arts, 115 East Fortieth Street, New York City:

Large collection of etchings, books, posters, and magazines which exemplify the development of the graphic arts in Latin America. Rental fee, \$10 and transportation charges.

4. The American Federation of Arts, Barr Building, Washington, D. C.:

A collection of Argentine paintings. Also sculpture by Marina Núñez del Prado of Bolivia including 22 wood and terracotta figures of striking Bolivian Indian subjects. Rental fee of \$50, plus transportation charges one way. 15 percent discount to members of the American Association of University Women, whose Latin American scholarship Miss Núñez del Prado held in 1940-41.

5. The American National Committee on Engraving, 137 East Forty-Third Street, New York City:

Large collection of prints from all the American republics.

FLAGS

GROSVENOR, GILBERT, and WILLIAM J. SHOWALTER (*Natl. Geog.*, September 1934, p. 339-396, illus.).

Historical information pertaining to flag origins and uses. The illustrations include flags famous in American history. Inca banners, an Aztec standard, the banner of Hidalgo, the flag of the Empire of Brazil, and many other flags are shown in color.

Pan American Union. Flags and Coats-of-Arms of the American Republics. Pamphlet. Washington, D. C. 10¢.

Reproductions in color of the flags and coats-of-arms of the twenty-one republics, with a brief description and historical sketch of each.

Flags of the Latin American republics may be purchased from the following companies:

American Flag Co., Inc., 73-77 Mercer Street, New York City:

Printed silk flags, 2 x 3 inches, mounted on stained staffs with wood gilt spears; and 4 x 6 inches. Black ebony stand to hold these. Also 8 x 12 and 12 x 18 inches printed silk flags.

Muslin flags, Linette quality, size 12 x 18 inches, set of 21 Pan American flags, mounted on staffs; also wooden stand to hold this set.

Sewed muslin, Ensign National flags, with coats-of-arms, set of 21 flags, size 2 x 3 ft. with canvas heading and grommets. Also without headings, just tacked on 5 ft. varnished staff with wood gilt spear.

Annin and Company, Fifth Avenue at 16th St., New York City.

Dettra Flag Co., Inc., Oaks, Montgomery County, Pa.

Printed silk flags, mounted on ornamented staffs: 4 x 6, 8 x 12, 12 x 18, 24 x 36 inches. Also unmounted flags: 4x6, 8x12, 12x18, 24x36 inches.

Meyer's Military Shop, 816 Seventeenth Street NW., Washington, D. C.

Printed silk flags, in sets of 21 flags, 2 x 3, 4 x 6, 8 x 12, 12 x 18 inches.

MAPS

The largest relief map in the Western Hemisphere is in Guatemala. It was constructed in 1905 by a Guatemalan engineer, Colonel Francisco Vela. It is a miniature of the country complete with cities, railroads, lakes, volcanoes, harbors. It covers more than a quarter of an acre within the city limits of Guatemala.

FOR SALE

Maps of the Latin American countries are sold by the following, and catalogues or price lists can be had upon application:

American Geographical Society, Broadway at One Hundred and Fifty-sixth Street, New York City.

American Map Co., 16 East Forty-second Street, New York City.

Denoyer-Geppert, Inc., 5235 Ravenswood Avenue, Chicago, Ill.

C. S. Hammond Co., 30 Church Street, New York City.

Educational Research Bureau, 1321 M Street NW., Washington, D. C.

International Map Co., Inc., 90 West Street, New York City.

National Geographic Society, Sixteenth and M Streets NW., Washington, D. C.

Two excellent wall maps: (1) Map of South America and (2) Map of the Caribbean Area, compiled and drawn in the Cartographic Section of the National Geographic Society. Price 60¢ each.

A. J. Nystrom & Co., Inc., 3341 Elston Avenue, Chicago, Ill.

Rand McNally Co., 538 South Clark Street, Chicago, Ill.

U. S. Hydrographic Office, U. S. Navy Department, Washington, D. C.

For charts showing coast lines and aviation charts showing limited areas of the interior.

SPECIAL MAPS

1. The Pan American Highway Confederation, Pan American Building, Washington, D. C., issues a four-page leaflet entitled *The Pan American Highway: Artery of Commerce, Peace, and Defense*, which contains maps of the highway particularly suitable for intermediate grades.
2. Foreign Policy Association, 22 East Thirty-eighth Street, New York City, has a set of 13 maps and charts on Latin America. \$1.00 for the set. Excellent for social studies in Junior High School. These maps show air routes, highways, steamship, trade routes.
3. Pan-American Airways distributes maps when available. Consult the nearest office for information.

Fischgrund Publishing Co., Apartado 2071, Mexico, D. F., Mexico, issues a Pictorial Map of Mexico. \$1.00 (\$6.00 per dozen). 27 x 43 inches.
 Friendship Press, 150 Fifth Avenue, New York City, has picture maps of Latin America and of Mexico, with cut-outs representing typical features, to be colored and mounted. 35 x 50 inches. 50¢.

MUSEUMS THAT HAVE LATIN AMERICAN COLLECTIONS

I. ART

California:

Los Angeles: County Museum of History, Science and Art.
 San Diego: Fine Arts Society of San Diego, Fine Arts Gallery of San Diego.
 San Francisco:
 M. H. De Young Memorial Museum.
 San Francisco Art Association, San Francisco Museum of Art.
 San Marino: Henry E. Huntington Library and Art Gallery.

Colorado:

Colorado Springs: Colorado Springs Fine Arts Center. Taylor Museum of the Colorado Springs Fine Arts Center.
 Denver: Denver Art Museum.

Connecticut:

Hartford: Wadsworth Atheneum, Morgan Memorial and Avery Memorial.
 New Haven: Yale University, Yale Art Gallery.

District of Columbia:

Washington:
 Dumbarton Oaks.
 Textile Museum of the District of Columbia.

Illinois:

Chicago: Art Institute of Chicago.

Maryland:

Baltimore:
 Baltimore Museum of Art.
 Walters Art Gallery.

Massachusetts:

Boston: Museum of Fine Arts.
 Cambridge: Harvard University, William Hayes Fogg Art Museum.
 Northampton: Smith College Museum of Fine Art.
 Worcester: Worcester Art Museum.

Michigan:

Ann Arbor: University of Michigan, Art Museum.
 Detroit: Detroit Institute of Arts.

Minnesota:

Minneapolis: Minneapolis Society of Fine Arts, Minneapolis Institute of Arts.

Missouri:

Kansas City: William Rockhill Nelson Gallery of Art and Atkins Museum of Fine Arts.
 St. Louis: City Art Museum.
 Springfield: Springfield Art Museum.

New Jersey:

Newark: Newark Museum Association, Newark Museum.

New Mexico:

Santa Fe: Museum of New Mexico.

New York:

New York City:

Brooklyn Institute of Arts and Sciences, Brooklyn Museum.
 Cooper Union, Museum for the Arts of Decoration.
 Costume Institute, Museum of Costume Art.
 Hispanic Society of America.
 Metropolitan Museum of Art.
 Museum of Modern Art.

Ohio:

Cincinnati: Cincinnati Museum Association, Cincinnati Art Museum.
 Cleveland: Cleveland Museum of Art.
 Toledo: Toledo Museum of Art.

Pennsylvania:

Philadelphia:

Philadelphia Museum of Art.
 University of Pennsylvania, University Museum.

Rhode Island:

Providence: Rhode Island School of Design, Museum of Art.

Virginia:

Richmond:

Valentine Museum.
 Virginia Museum of Fine Arts.

Hawaii:

Honolulu: Honolulu Academy of Arts.

II. SCIENCE**California:**

Berkeley: University of California, Museum of Anthropology.
 San Francisco: California Academy of Sciences, Museum and Steinhart Aquarium.

Connecticut:

New Haven: Yale University, Peabody Museum of Natural History.

District of Columbia:

Washington: U. S. National Museum.

Illinois:

Chicago: Field Museum of Natural History.

Louisiana:

New Orleans: Tulane University, Middle American Research Institute.

Massachusetts:

Cambridge: Harvard University, Peabody Museum of Archaeology and Ethnology.

Missouri:

St. Louis: Educational Museum of the St. Louis Public Schools.

New Mexico:

Albuquerque: University of New Mexico, Museum of Anthropology.

New York:

Buffalo: Buffalo Society of Natural Sciences, Buffalo Museum of Science.
 New York City:
 American Museum of Natural History.
 Heye Foundation, Museum of the American Indian.
 Rochester: Rochester Museum of Arts and Sciences.

Pennsylvania:

Philadelphia:

Academy of Natural Sciences of Philadelphia.

University Museum.

Pittsburgh: Carnegie Museum.

Washington:

Seattle: Washington State Museum.

Wisconsin:

Milwaukee: Milwaukee Public Museum.

Hawaii:

Honolulu: Bernice P. Bishop Museum.

ORGANIZATIONS THAT HAVE VARIOUS TYPES OF INFORMATION AND MATERIALS ON LATIN AMERICA*

1. American Education Press, Inc., 400 South Front Street, Columbus, Ohio. Publishes *Current Events* for upper grades in two editions which carry a regular section on Latin American relations; *My Weekly Reader* in five editions at elementary reading levels; study booklets, etc.
2. American Library Association, 520 North Michigan Avenue, Chicago, Ill. Selective, annotated bibliographies, including *Latin America; books for young readers*, 1941. Single copy 25 cents.
3. American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Ky. Publishes a number of books in Braille dealing with Latin America.
4. American Red Cross, Washington, D. C. Publishes *American Junior Red Cross News* for elementary school children, and the *Junior Red Cross Journal* for children at junior high school levels. Arranges for the exchange of albums and school work. *American Neighbors* is a booklet of reprints of articles on Latin America taken from the *Journal*.
5. Brazilian Information Bureau of the Government of Brazil, 551 Fifth Avenue, New York City. Issues *Brazil Today*, and other material on Brazil. Distributes an *Outline of Brazil* and *A Trip to Brazil*. Will answer inquiries regarding Brazil. The same is the case with similar bureaus conducted by other Latin American governments.
6. Educational Research Bureau, 1321 M Street NW., Washington, D. C. Charts, histo-graphs, maps, publications at higher levels may be purchased.
7. The Foreign Policy Association, 22 East Thirty-eighth Street, New York City. A nonpartisan educational organization; publishes material on Latin America. Many issues of the *Foreign Policy Reports* (documented, readable studies published twice a month), and *Headline Books* (written in popular style and illustrated with charts and maps) are devoted to Latin America. Once a month the weekly *Foreign Policy Bulletin* carries an article "Trends in Latin America."
8. Industrial Arts Cooperative Service, Inc., 519 West One Hundred and Twenty-first Street, New York City. Publishes a handbook-catalogue which lists source materials arranged according to special project areas for elementary and junior high schools. All materials listed are assembled and distributed through this organization. Supplies available include balsa wood, cochineal dye, tagua nuts, material for construction of looms, pictures and postcards; a loan service includes basketry, costumes, pottery, weaving, etc. Membership is \$3.00 a year.
9. National Audubon Society, Crescent and Mulberry Streets, Harrisburg, Pa. Color pictures of birds.

* Owing to the fact that these organizations do not have unlimited facilities for handling correspondence it is suggested that teachers do not encourage their pupils to write to them unless a child is appointed to represent a whole class or school.

10. National Education Association, 1201 Sixteenth Street NW., Washington, D. C. Prepares material for teachers and students; publishes *Among Us*, a newsletter issued five times a year. The Association cooperates with the Columbia Broadcasting System in its presentation of the School of the Air programs, and assists in the preparation of the *CBS Teacher's Manual*.
11. National Geographic Society, Sixteenth and M Streets NW., Washington, D. C. Maintains a school service. Specified packets of back numbers of the *National Geographic Magazine* may be obtained at 10 for \$1.00; separate color sheets from the magazine, 96 sheets for 50 cents; *Geographic School Bulletins* for teachers published weekly, 25 cents a year for each subscription; maps, pictures.
12. Pan American Airways System. Provides printed material describing various trips; a travel map of the complete Caribbean area is available. It is suggested that the teacher visit the office of Pan American Airways nearest her community for full information.
13. Pan American Union, Washington, D. C. An international organization created and maintained by the 21 American republics for the purpose of fostering mutual understanding and cooperation among the American nations. Its resources are always at the disposal of official or private organizations and individuals anywhere in the Americas.
 - (a) The *Bulletin of the Pan American Union* is the official organ, and has been published regularly for 48 years. There are three editions: English, Spanish, Portuguese. The yearly subscription for the English edition is \$1.50. Back issues may be secured from the Office of the Chief Clerk, copies prior to January 1935 selling for 25 cents each, and thereafter for 15 cents.
Latin America—351 Articles Published in the Bulletin of the Pan American Union, a mimeographed pamphlet with titles arranged under fourteen classifications which aid the teacher to select material on topics not listed in this guide.
 - (b) The Stamp Section issues a circular listing available Latin American stamps and giving prices. This will be furnished in response to requests accompanied by return postage. Displays are lent without charge to accredited organizations. *Who's Who on the Postage Stamps of Latin America* is a series of booklets in preparation. Five booklets, issued alphabetically by countries, are now available at 10 cents each. Album of 24 views of the American republics in four-color poster stamps, 15 cents an album.
 - (c) The Music Division serves as a clearing house for information on Latin American music and the promotion of activities connected with musical exchange between the Americas. Publications of this Division include:

Partial List of Latin American Music Obtainable in the United States. 10¢.

Recordings of Latin American Songs and Dances—An annotated, selective list of recordings of popular folk music. 30¢.
 - (d) The Section of Motion Pictures issues a leaflet entitled *Motion Picture Films Available through the Pan American Union*. The leaflet lists titles of films available without rental fee, and instructions for obtaining and using them. The borrower must agree to pay transportation costs both ways. "Native Arts of Old Mexico," "The Pampa," "Picturesque Guatemala," "Up the River to Iguazú," are among the films of special interest to teachers.
 - (e) The Counselor's Office is in charge of the preparation and distribution of material suitable for school assemblies and other events planned for Pan American Day (April 14). A set is furnished free of charge to each interested school. Much of this material is of permanent value. List furnished upon request.

- (f) The Division of Intellectual Cooperation distributes the following materials of interest to teachers:

Panorama: A Record of Inter-America Cultural Events. 10¢ a copy.

Bibliographies:

- A Syllabus for the Teaching of Latin American History in the High Schools. 25¢.
- English Translations of Latin American Fiction. Free.
- General References on Latin American Education.
- Latin America in 351 Articles Published in the Bulletin of the Pan American Union. Free.
- Latin American Archaeology. Free.
- Latin American Literature: References in English and Translations. 25¢.
- Latin American Music, the Theater and the Dance. 10¢.
- Life and Customs in Latin America. 10¢.
- Outline for the Incidental Study of Latin American History, with bibliography. Free.
- Partial List of Latin American Educational Journals. 10¢. Of special interest to teachers and students of comparative education.
- Periodicals published in the United States which carry information on Latin American affairs. Free.
- Selective List of Periodicals of General Interest Published in Latin America. 15¢. Of special interest to Spanish classes.

Memoranda:

- Brief Accounts of Important Events in Latin American History which Occurred during the Months from September to June (school year). Free.
- Christmas Customs in Latin America. Free.
- Information on Summer Schools in the Americas. Free.
- Inter-American School Correspondence. Free.
- Memoranda on the Importance of Spanish, with bibliography. Free.
- Pan American Clubs in High Schools. Free.
- Report of the Division of Intellectual Cooperation. Free.
- Suggestions for Persons Planning to Study in Latin America. Free.
- Suggestions for Spanish Clubs or Classes. Free.
- The Exchange of Students and Teachers. Free.
- Why We Observe October 12th. Free.

Lists:

- Firms Selling Flags of the Americas. Free.
- Latin American Independence Days. Free.
- National Heroes of the Latin American Republics. Free.
- Pictorial Maps and Charts of Latin America. Free.
- Slides and Films on Latin America. 10¢.
- Spanish Records for Classroom Use. Free.

Miscellaneous:

- Collection of Mexican Christmas Songs (Spanish words and music. 5¢.
- Intellectual Relations between the United States and Latin America. 10¢.
- Latin America a Musical Melting Pot. 10¢.
- Programs for the Study of Latin America. Free.
- The Flag of the Americas: A Description and Outline Drawing. Free.

(g) Other Pan American Union publications of special interest to the teacher:

American Nation Series, 20 pamphlets. 5¢ each.

American City Series, 25 pamphlets. 5¢ each.

Commodity Series, 23 pamphlets. 5¢ each.

Foreign Trade Series. Separate booklets on each country, containing latest foreign trade statistics, compiled from official sources. 5¢ each.

Miscellaneous pamphlets on Latin American history, education, fine arts archaeology, etc. List supplied on request.

Commercial Pan America. A monthly review dealing with inter-American economic and financial subjects. \$1.00 a year, 10¢ a copy.

Pan American Bookshelf. A monthly list of new books received by the Columbus Memorial Library of the Pan American Union.

14. Progressive Education Association, 221 West Fifty-seventh Street, New York City. Publishes *Progressive Education*, which features reviews of books and films on Latin America. Is actively engaged in the promotion of Latin American studies in the schools, and keeps on file at headquarters the result of its investigations.
15. United States Office of Education, Federal Security Agency, Washington, D. C. Activities of the Office of Education in this field include the exchange of professors, teachers, and students between the United States and the other American republics, in cooperation with the Department of State. It also provides for the preparation and distribution of materials on Latin America through its Information Exchange on Education and Defense, and the evaluation of credits and other assistance to students from schools and universities in the other republics by the Division of Comparative Education. Exhibits of teaching materials—books, maps, films, handicrafts, pictures—in the inter-American field are prepared by the Library Service Division.

SOME PERIODICALS PRINTED IN ENGLISH WHICH ARE DEVOTED TO THE OTHER AMERICAS

Agriculture in the Americas:

Office of Foreign Agricultural Relations, United States Department of Agriculture, Washington, D. C. Illustrated. Copies may be obtained from Superintendent of Documents, Government Printing Office, Washington, D. C. 75¢ a year, 10¢ a copy.

Amigos:

1137 Loyola Avenue, Chicago. Pocket size. Translations of Latin American stories. Monthly. \$1.50 a year.

Among Us:

News letter of the Committee on International Relations of the National Education Association. 1201 Sixteenth Street, Washington, D. C. Devoted to the promotion of Latin American studies in the elementary and secondary schools. Free.

Andean Monthly:

Published by the Chile-United States Cultural Institute, Casilla 13076, Santiago de Chile, Chile. Illustrated, pocket-size journal. Translations of Chilean stories; articles of general interest on Chile. Monthly. \$1.00 a year.

Argentine News:

Published by the Ministry of Foreign Affairs. Calle Arenales 761, Buenos Aires. Illustrated. Monthly. Gratis.

Bolivia:

90 Broad Street, New York City. A monthly survey of Bolivian activities: industry, commerce, banking, trade, statistics. Illustrated. \$1.00 a year.

Brazil:

Organ of the American Brazilian Association, 17 Battery Place, New York City. Illustrated. Monthly. 20¢ a copy.

Brazil Today:

Organ of the Brazilian Information Bureau, 551 Fifth Avenue, New York City. Monthly. \$2.00 a year.

Bulletin of the Pan American Union:

Official organ of the Pan American Union, Washington, D. C. Monthly review of current events in the Americas. Articles on every phase of life and progress in Latin America. \$1.50 a year; 15¢ a copy.

Colombia:

10 Bridge Street, New York City. Illustrated. Monthly. \$3.00 a year.

Commercial Pan America:

A review of commerce and finance published by the Division of Economic Information of the Pan American Union, Washington, D. C. Monthly. Mimeographed.

The Dominican Republic:

Published under the auspices of the Dominican Chamber of Commerce of the United States, Inc., 30 Rockefeller Plaza, New York City. Bimonthly.

Ecuador:

Organ of the Ecuadorean-American Chamber of Commerce and the Ecuadorean Information Bureau, 2 Broadway, New York City. Bimonthly. \$3.00 a year.

Goodwill:

12 Rue de la Révolution, Port-au-Prince, Haiti. For the promotion of cultural and economic relations between Haiti and the United States. Monthly. 25¢ a copy.

Hispania:

Organ of the American Association of Teachers of Spanish. Stanford University, California. Published quarterly. Annual subscription \$2.00, including membership dues in the association. Single copies 50¢.

Hispanic American Historical Review:

Published by Duke University Press, Durham, N. C. Quarterly. \$4.00 a year.

Hispanic Review:

University of Pennsylvania, 3622 Locust Street, Philadelphia, Pa. A quarterly journal devoted to research in the Hispanic languages and literatures. \$4.00 a year.

Mexican-American Review:

Calle San Juan de Letrán 24, México, D. F., Mexico. Published in the interest of Mexican-American relations. Illustrated. Monthly. \$3.00 a year.

Mexican Life:

Calle Uruguay 3, Mexico, D. F., Mexico. A review of customs, folklore, art, music, books, etc. Illustrated. Monthly. \$2.50 a year.

Mexican News:

Published by the International New Service, Department of Foreign Affairs of Mexico. Monthly. Distributed free. Address: Departamento de Información para el Extranjero, Secretaría de Relaciones, Calle de Luis Gonzáles Obregón 11, México, D. F., Mexico.

Modern Mexico:

Published by the Mexican Chamber of Commerce of the United States, Inc., 60 Wall Street, New York City. News items and special articles about Mexico. Illustrated. Monthly. \$2.00 a year.

New Horizons:

The magazine of America's merchant marine of the air, published by Pan American Airways, Inc., 135 East Forty-second Street, New York City. Illustrated. Monthly. \$1.00 a year.

The Inter-American Monthly:

Published by John I. B. McCullough, 1200 National Press Bldg., Washington, D. C. Current events; articles of general and specialized interest. Illustrated. 25¢ per copy, \$3.00 per year.

The Pan American:

103 Park Avenue, New York City. "Magazine of the Americas" in which items of current interest are published in digest make-up. Illustrated. Monthly. \$3.00 a year.

Pan American Bookshelf:

A list of books received by the Columbus Memorial Library of the Pan American Union, Washington, D. C.; issued monthly by the Library. Gratis.

Panorama:

Published by the Division of Intellectual Cooperation of the Pan American Union, Washington, D. C. A record of inter-American cultural events. 10¢ a copy.

South Pacific Mail:

Calle Prat No. 659, Valparaiso, Chile. Information about Chile and the West Coast countries. Illustrated. Weekly. \$2.40 (about 10¢ a copy.)

Turismo:

Organ of the Touring and Automobile Club of Peru. United States representative: Brentano's, 586 Fifth Avenue, New York City. Short English section. Beautifully illustrated articles. 20¢ a copy.

Venezuela:

Published under the auspices of the Venezuelan Chamber of Commerce of the United States, 1775 Broadway, New York City. Illustrated. Monthly. \$3.00 a year.

PERIODICALS CITED IN THIS GUIDE*

Agriculture in the Americas:

See preceding list.

American Foreign Service Journal:

American Foreign Service Association, Department of State, Washington, D. C. \$4.00 a year; 35¢ a copy.

American Junior Red Cross News:

American National Red Cross, Washington, D. C. 50¢ a year.

Among Us:

See preceding list.

Bird Lore:

Changed to Audubon Magazine in 1941. 1006 Fifth Avenue, New York City. \$1.50 a year.

Bolivia:

See preceding list.

*Unless otherwise specified all these periodicals are issued monthly.

Brazil:

See preceding list.

Brazil Today:

See preceding list.

Building America:

Americana Company, 2 West Forty-fifth Street, New York City. \$2.00 per year; 30¢ a copy.

Bulletin of the Pan American Union:

See preceding list.

Catholic Boy:

Catholic Boy Publishing Company, 1300 Foshay Tower, Minneapolis, Minn. \$1.00 a year.

Catholic Historical Review:

Quarterly. \$4.00 a year. Catholic University of America, Washington, D. C.

Catholic World:

The Paulist Press, 41 West Fifty-ninth Street. \$4.00 a year.

Child Life:

Rand, McNally & Co., 536 South Clark Street, Chicago, Ill. \$2.50 a year.

Children's Play Mate Magazine:

A. R. Mueller Printing and Lithograph Co., 3025 East Seventh-fifth Street, Cleveland, Ohio. 15¢ a copy.

Christian Science Monitor—Weekly Magazine Section:

The Christian Science Publishing Society, Boston, Mass. 5¢ a copy.

The Classmate (a weekly):

The Methodist Publishing House, 420 Plum Street, Cincinnati, Ohio. 75¢ a year.

Commercial Pan America:

See preceding list.

Current Events:

American Education Press, Inc., 400 South Front Street, Columbus, Ohio. 75¢ a year (less in quantity).

Educational Screen:

Educational Screen, Inc., 64 East Lake Street, Chicago, Ill. \$2.00 a year.

Foreign Commerce Weekly:

United States Department of Commerce. \$4.00 a year; 10¢ a copy.

Fortune Magazine:

Time Incorporated. Time and Life Building, Rockefeller Center, New York City. \$10.00 a year; \$1.00 a copy.

Geographical Review:

Published by American Geographical Society, Broadway at One Hundred Fifth-sixth Street, New York City. \$5.00 a year.

Geographic School Bulletins (weekly):

National Geographic Society, Sixteenth and M Streets NW., Washington, D. C. 25¢ to cover postage.

Grace Log (suspended in 1935):

W. R. Grace Company, 7 Hanover Square, New York City.

Grade Teacher:

Educational Publishing Corporation, Darien, Conn. \$2.50 per year.

Harper's Magazine:

Harper & Brothers, 49 East 33rd St., New York City, \$4.00 a year; 40¢ a copy.

Hispania:

See preceding list.

Hispanic American Historical Review:

See preceding list.

House and Garden:

Condé Nast Publishing Company, Inc., Greenwich, Conn. \$3.00 a year.

The Instructor:

Owen Publishing Co., Danville, New York City. \$2.50 a year.

The Inter-American Quarterly:

John McCullough, Publisher, 1200 National Press Building, Washington, D.C. \$1.50 a year.

International Quarterly:

International House, 500 Riverside Drive, New York. \$1.00 a year; 25¢ a copy.

Journal of Geography:

National Council of Geography Teachers, Menasha, Wis. \$2.50 a year.

Journal of the American Association of University Women (quarterly):

American Association of University Women, 1634 Eye Street NW., Washington, D. C.

Journal of the National Education Association:

1201 Sixteenth Street, Washington, D. C. \$2.00 a year.

Junior Arts and Activities:

740 Rush Street, Chicago, Ill. \$2.00 a year.

The Junior Natural History Magazine:

The American Museum of Natural History, Central Park West at Seventy-ninth Street, New York City. \$1.00 a year; 10¢ a copy.

Junior Red Cross Journal:

American National Red Cross, Washington, D. C. \$1.00 per year.

Junior Scholastic (weekly):

Scholastic Corporation, 430 Kinnard Avenue, Dayton, Ohio. 90¢. For two or more, 50¢ a school year.

Magazine of Art:

American Federation of Arts, Barr Building, Washington, D. C. \$5.00 a year; 50¢ a copy.

Mexican Folkways:

Published by Frances Toor, Manchester 8, Mexico, D. F. \$1.00 a single copy.

Modern Mexico:

See preceding list.

My Weekly Reader:

American Education Press, Inc., 400 South Front Street, Columbus, Ohio. 75¢ a year. (Special rates for school clubs.)

National Geographic Magazine:

National Geographic Society, Sixteenth and M Streets NW., Washington, D. C. \$3.50 a year.

Natural History:

American Museum of Natural History, Central Park West at Seventy-Ninth Street, New York City. \$3.00 a year.

News Service Bulletin:

School Edition, Carnegie Institution of Washington. (Discontinued.)

Pan-Pacific:

Pan-Pacific Union, Honolulu, Hawaii. \$3.00 a year; 50¢ a copy.

Parents Magazine:

52 Vanderbilt Avenue, New York City. \$2.00 a year.

Phi Delta Kappan:

Phi Delta Kappa, 2034 Ridge Road, Homewood, Ill., \$1.50 a year; 25¢ a copy.

Progressive Education:

Progressive Education Association, 221 West Fifty-Seventh Street, New York City. \$3.00 a year.

Quarterly Journal of Inter-American Relations:

Changed to Inter-American Quarterly in January 1940. 1200 National Press Building, Washington, D. C. \$1.50 a year.

Recreation:

National Recreation Association, 315 Fourth Avenue, New York City. \$2.00 a year.

Scholastic (weekly):

Scholastic Corporation, 430 Kinnard Avenue, Dayton, Ohio. \$1.00 a year.

School Arts:

Davis Press, Inc., Worcester, Mass. \$3.00 a year.

School Life:

United States Office of Education, Washington, D. C. \$1.00 a year.

School Management:

52 Vanderbilt Avenue, New York City. \$1.00 a year; 20¢ a copy.

Scientific Monthly:

American Association for the Advancement of Science, Smithsonian Institution Building, Washington, D. C. \$5.00 a year.

Social Education:

1201 Sixteenth Street NW., Washington, D. C. \$2.00 a year; 30¢ a copy.

Story Parade:

70 Fifth Avenue, New York City. \$2.00 a year.

Survey Graphic:

119 East Nineteenth Street, New York City. \$3.00 a year.

Theatre Arts Monthly:

Theatre Arts, Inc., 40 East Forty-ninth Street, New York City. \$3.50 a year; 35¢ a copy.

Think:

International Business Machines Corporation, New York City (590 Madison Avenue). No price indicated.

Travel:

Robert M. McBride & Co., 116 East Sixteenth Street, New York City. \$4.00 a year; 35¢ a copy.

World Affairs (quarterly):

American Peace Society, 734 Jackson Place, Washington, D. C. \$3.00 a year.

World Youth (fortnightly except July and August):

World Youth, Inc., c/o Maude Meagher, Quito Road, Los Gatos, Calif. \$2.00 a year. (Suspended publication June 8, 1940.)

INTER-AMERICAN SCHOOL CORRESPONDENCE

It is as important to know people as to know books. The Pan American Union and the United States Office of Education are vitally interested in the promotion of inter-American school correspondence, but do not have lists of names available for distribution; therefore they usually refer inquirers to the following agencies:

International Friendship League, 41 Mount Vernon Street, Boston, Mass.

International Students Society. Director: Newton H. Crowell, Box 67, Vancouver, Wash.

American Junior Red Cross. A special type of correspondence, especially suited to elementary school needs, is handled through the National Headquarters of the American Junior Red Cross. Portfolios containing composite letters, drawings, pictures, are arranged like scrap books by members of a school group and sent to a school in a country of their choice. Transportation and translations are arranged by the National Headquarters of the American Junior Red Cross in conjunction with the International Red Cross.

National Bureau of Educational Correspondence. Director: Dr. A. J. Roehm, George Peabody College for Teachers, Nashville, Tennessee.

Student Forum on International Relations. Secretary: Marinora Wilson, 406 Butter Street, San Francisco, Calif. Sponsors the formation of clubs and correspondence exchanges.

Student Letter Exchange. Director: R. C. Mishek, Waseca High School, Waseca, Minn. Supplies names of correspondents to elementary, high school, and college students.

School Life, U. S. Office of Education, July 1941, lists sources of information in an article entitled "Pen-and-Ink Friendships for the Americas" by Helen K. Mackintosh.

The Caravan, 132 East Sixty-fifth Street, New York City. Supplies names of correspondents to its membership, which is open to children and adults.

The *Christian Science Monitor Mail Bag*. Miss Ethel C. Ince, Editor, Junior Department, *The Christian Science Monitor*, Boston, Mass. Will supply names of correspondents to subscribers' children.

The Odyssey Press, Inc., 386 Fourth Avenue, New York City, will supply names of correspondents to subscribers to *El Eco*. A long, self-addressed envelope and 6 cents in stamps should accompany the request.

Agencies in Latin America

Instituto Cultural Argentino Norteamericano, Maipú 686, Buenos Aires, Argentina. Has a special department for the exchange of letters between its students of English and young people in the United States.

Casa do Estudante do Brasil, Largo da Carioca 11, Rio de Janeiro, Brazil. Has an active department for the exchange of student correspondence, under the auspices of the Departments of Education and of Foreign Affairs. Address requests to: Bureau Brasileiro de Correspondencia Escolar Internacional.

Sección Argentina de Correspondencia Escolar Internacional, Avenida de Mayo 1396, Buenos Aires, Argentina. This office is under the auspices of the Argentine National Committee of Intellectual Cooperation.

Escuela "República Argentina," Ave. Republica Argentina No. 78, México, D. F., desires to secure for its school children letters from pupils who can write in Spanish. Address letters to: Señora Directora.

Instituto "Rita Lecumberry," Guayaquil, Ecuador. Address requests to the Directora: Señorita Emma Ortiz.

UNITS FOR TEACHERS*

Brooklyn Museum. Handbook of Brooklyn Museum School Service. Dr. Herbert J. Spinden, Ed. Brooklyn, 74 p.

Pamphlet on Brooklyn Museum's School Service. Includes four units on Latin American Life; describes illustrative material available for loan. The

*See also: *The Other Americas*, by Jessie A. Lane, U. S. Office of Education, Washington, D. C.

Amazon Unit (p. 33-37) is accompanied by maps, pictures of jungle animals and insects, plants such as manioc and rubber trees, grating of manioc; pictures of people such as a medicine man treating a sick child. For younger children. The Maya Unit (p. 63-67) for older children, includes pictures of people, ornaments, flowers, buildings, pottery and stone sculpture. The Andean Unit (p. 68-71) includes maps and pictures of domestic plants in Peruvian art, wool-bearing animals of the Andes, Peruvian weaving, mummy bundles. The Mexican Unit (p. 72-74) lists historical pictures, pictures of costumes, markets, buildings, etc.

BURBANCK, MARGUERITE. Learning about Latin America (*Social Ed.*, January 1941, p. 18-20).

The author presents a method of procedure used in a senior high school, but teachers at all levels will be interested in the experience of a teacher who organized material available in most communities. Elementary and junior high school teachers will find much adaptable to their problems.

Carnegie Endowment for International Peace. Our Neighbors: North and South. 405 West One-hundred-seventeenth Street, New York. 13 p., mimeo., 5¢.

Contains information, references to written material, sources for films, radio, music, dances, art, to aid in planning program.

Carnegie Institution of Washington. The Maya of Middle America (*News Serv. Bull.*, School Ed., vol. 2, Nos. 17-22, pp. 117-151, illus.).

The Carnegie Institution of Washington has in the past issued from time to time illustrated accounts of its investigations suitable for school use. The reference cited contains a study of the Maya, in five parts. Excellent maps, color sheets, photographs. Lesson planning material for intermediate grades and junior high school. The service has been suspended at the present time but four volumes have been deposited in the main State and institutional libraries of the country. Bound copies may be obtained from the Institution at \$2.50 each. Complete tables of contents for each volume sent on request.

FULLER, ALICE COOK. The Andes Countries (*Grade Teacher*, November 1938, p. 42-43, 71, illus.).

Teaching material organized for the middle grades. Factual material mentions important astronomical observatory at Bogotá, Colombia, and the Harvard University Observatory at Arequipa, Chile, on the slope of Mt. Misti, an outdoor schoolroom in Bolivia, ancient Inca masonry, a *cholo* (part-Indian) boy, etc. Objectives stated: "To show the human response to the geographical conditions in the Andes countries as exemplified in the lives of their people and to discover which of their interests are similar to our own."

Industrial Arts Cooperative Service, Inc., 519 One-hundred and twenty-first Street, New York City.

Illustrated pamphlets in mimeographed form varying in size from a few to sixty pages. Contain informational material, direction sheets and annotated bibliographies. Latin American units available are the following: "Aztecs" (40¢), "Indians of Peru" (40¢), "Peruvian Textiles and Design" (60¢), "The Story of Rubber" (40¢). Directions for making Tee-Dee Loom (made from tongue depressors) on which belts, head bands or any narrow fabric may be woven are included in the direction sheets. Materials suggested for use in the pamphlet studies may be purchased from the cooperative. They are listed, with prices, in the handbook catalogue.

JULIAN, KATHERINE L. Mexico (*Instructor*, April 1938, 7 p., illus.).

The material is organized for primary, for middle and for upper grades. There are bibliographies and exercises for each of the three levels. Reprinted

1939 as No. 18 of *The Instructor Series of Illustrated Units*, by the F. A. Owen Publishing Company, Danville, N. Y. A separate portfolio of pictures supplements the text. Price 30¢, 25¢ each for four or more.

— South America (*Instructor*, April 1936, 7 p., illus.).

Organized for primary, middle and upper grades with bibliography and study lessons for each level. General objectives and abilities to be developed are stated, activities are suggested and informational material is given. The pictures include animals, products, and glimpses of typical rural and urban environments. Reprinted 1940 as No. 22 of *The Instructor Series of Illustrated Units*, by the F. A. Owen Publishing Company, Danville, N. Y. Separate portfolio of pictures. Price of the unit, 30¢; 25¢ each for four or more.

McSPADDEN, ANNE. People Who Live in Thin Air. Richard M. Perdew, Ed. Office of the Coordinator of Inter-American Affairs, Dept. of Commerce Bldg., Washington, D. C. 39 p., mimeo.

Unit study of life in the Andes mountains prepared for children in the upper elementary school. Organized for teachers, with suggestions for activities, possible outcomes from study, materials available for teachers, selected bibliography.

OBERHAUSER, ANN. Our Good Neighbors (*Jr. Arts and Activ.*, January 1941, p. 6-14, illus.).

Organized for elementary grades. The author presents fundamental aims which she believes should be goals in studying South America. The approach, development, correlating and culminating activities are outlined. In addition, there is approximately a page and one-half of factual material to draw upon. There is a full page portrait of Simón Bolívar with a short sketch of his life, and a source map of South America with suggestions for its use. A page of information on South American weaving is given. This is accompanied by patterns for several typical designs and illustrated instructions for weaving them.

——— The Central American Republics (*Jr. Arts and Activ.*, June 1941, p. 19-24, illus.).

This is an organized unit for the convenience of teachers in the upper elementary grades. It may be followed as presented, or modified and extended. There is a suggested method of procedure, subject matter already organized, additional information about the countries, and a map simple enough for locational interpretations. There is an excellent picture of Miraflores Locks; one of a palace in Antigua, Guatemala; and one of a Maya monument in Honduras. Two pages of suggestions for arts and crafts and one page of pictures featuring scenes in the banana industry.

——— The Smaller South American Republics (*Jr. Arts and Activ.*, May 1941, p. 22-23, illus.).

Important historical and geographical facts interesting to intermediate and upper grade children are given about each of the following countries: Venezuela, Colombia, Ecuador, Peru, Bolivia, Paraguay, and Uruguay. A project in tin craft utilizing Peruvian Indian designs is described and illustrated. A tin can, hammer, nail, colors and a pair of sturdy shears are all the materials necessary for the construction work.

——— A Unit on Argentina (*Jr. Arts and Activ.*, February 1941, p. 12-15, illus.).

A page of factual material includes a description of the pampas, of the *estancias* or ranches, and of the dress of the gaucho, as well as some history and general information. Activity suggestions include the making of a diorama. Illustrations that may be used in the making of a diorama are given and there is a sketch of one that is completed. Directions for making an Argentine cart are given, and the various parts are illustrated; the material suggested is wood. There is also a full page product map. Teaching unit for intermediate grades, could be adapted for lower levels.

United States Office of Education. Hemisphere Solidarity. Education and National Defense Series, Pamphlet No. 13. Federal Security Agency. Washington, D. C. 1941. 23 p., illus.

A teacher's guide on inter-American relations prepared especially for senior high school but valuable to all teachers as approach to problems of defense pertinent to the community as a whole. Promoting travel, improving transportation, managing immigration, raising standards of living, improving technical leadership, health, sanitation, etc., discussed. 15¢, from Supt. of Documents, Washington, D. C.

——— Inter-American Friendship and Understanding. Pamphlets.

A loan packet of 10 pamphlets, 6 of which are listed as both elementary and secondary material, 2 as elementary only. The latter are "Christ of the Andes" (3 p.), a play by Eleanor Holston Brainard and "A Pan American Friendship Party" by Dorothy Kathryn Egbert (5 p.), both issued by the Pan American Union. Packet useful for teachers with different age groups in one room. New material in preparation. Teacher should write directly to United States Office of Education, Federal Security Agency, Washington, D. C.

WILSHIRE, ELLEN McCLELLAN, and HUGH B. WOOD. Brazil: The Land of Opportunity. Curriculum Bulletin. Eugene, Oregon. Distributed by University of Oregon Cooperative Store. 1940. 38 p., mimeo. 50¢.

General information on Brazil and suggestions for using it. Emphasizes the need for understanding the culture of other peoples through intensive studies of special groups. The approach to the unit is through a play "The Emperor's Treasure Chest." The emperor was Dom Pedro. Although no attempt is made to assign various activities to specific grade levels, the play is better suited to younger children and the unit material to high school age. The source material cited in this unit is useful also in the study of other Latin American countries. This is the third in a series of units prepared for Junior Programs, Inc. (New York City), a nonprofit agency sponsoring professional plays for young people, and edited by Professor Wood.

WYLER, ROSE. Studying Latin America in the Primary Grades: Unit Suggestions and Source Materials. Richard M. Perdew, Ed. Office of the Coordinator of Inter-American Affairs, Dept. of Commerce Bldg., Washington, D. C. 26 p., mimeo. No charge.

The pamphlet is divided into three parts as follows: I. Our Hemisphere—An Orientation Unit, II. Jungle People of the Amazon, III. Planning Other Activities.

New Jersey State Teachers College. Pan-Americana: Visual and Teaching Aids in Spain, Spain in the United States and Latin America. Compiled by Dr. Lile Hermers, Montclair, N. J. 50¢.

This pamphlet lists charts, exhibits, films, pictures, slides, and publications available from various sources and useful in teaching. Essentially for use in Senior High and Junior College. The list of materials arranged by countries will offer suggestions for teachers at intermediate grade level.

Progressive Education. New Fellowship Conference Issue, October 1941, illus*

Section II of this issue is devoted to source material: books, pamphlets, recordings useful in teaching Latin America are listed. Preceded by a section on the Eighth International Conference of the New Education Fellowship, with articles by Agustín Nieto Caballero, Rector of the National University of Colombia, Carlos Dávila, former Chilean Ambassador to the United States, and Luis Sánchez Pontón, Minister of Education in Mexico at the time of the conference.

KEY TO ABBREVIATIONS

Agric. in the Americas.....	Agriculture in the Americas.
Bull. Pan Amer. Union.....	Bulletin of the Pan American Union.
Chr. Sci. Mon.....	Christian Science Monitor.
Geog. Rev.....	Geographical Review.
Hispanic Amer. Hist. Rev.....	Hispanic American Historical Review.
Jour. Amer. Assn. Univ. Women---	Journal of the American Association of University Women.
Jour. Geog.....	Journal of Geography.
Jour. Natl. Ed. Assn.....	Journal of the National Education Associa- tion.
Jr. Arts and Activ.....	Junior Arts and Activities.
Jr. Red Cross Jour.....	Junior Red Cross Journal.
Jr. Schol.....	Junior Scholastic.
Natl. Geog.....	National Geographic Magazine.
Nat. Hist.....	Natural History.
News Service Bull.....	News Service Bulletin, Carnegie Institution of Washington.
Quart. Jour. Inter-Amer. Relations.	Quarterly Journal of Inter-American Rela- tions.

TEACHER'S ADDITIONS

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{ Children of the Other Americas }

HOMES, SCHOOLS, AND
COMMUNITY LIFE

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HOMES, SCHOOLS, AND COMMUNITY LIFE

I. INTRODUCTION

In a world made small by the airplane and radio, our American neighbors are drawn nearer to us in time. But if we are to be friends as well as neighbors, we must become better acquainted with the people, learn more about their home life, their schools, and the character of the community in which they live.

A section of this guide is therefore devoted to various types of communities in which the people of Latin America live. These communities are situated in small sections of larger geographical areas, varying from the high mountain ranges to damp, warm lowlands; from fertile plantations to wind-swept plains. The homes and the life of the people are determined by their surroundings, and their work as well as their play is influenced by the environment; therefore many references on the geography of Latin America have been included in this section to give the proper background. Other references deal almost entirely with family life, which is very beautiful and closely knit among Latin American peoples, and with the activities of the community at large. The majority of the references deal with rural communities. The self-contained pattern of village life shows the child how man obtains his food and clothing, and how the exchange of his surplus products with his neighbors becomes an occasion for pleasurable meetings. Obviously, these references include material on phases of home and community life—games, handicrafts, music, products, etc.—to which separate sections of this guide are devoted. This explains why many of the books listed in this section appear also in others.

Several references take Latin American children out of their natural setting and place them in the United States. These stories show that the children of the United States do not have to wait until they grow up to contribute toward inter-American friendship, for in many areas of the United States people are living who were born in countries to the south. Some of these people will return home and tell of their experiences in the United States. In the southwest, which was settled by people of Spanish blood, and in many industrial centers of this country where there are numbers of Mexicans, certain traditions have been carefully preserved, and children may see at first hand some of the customs dear to the children of Latin America.

II. REFERENCES FOR THE PRIMARY GRADES

1. BOOKS

ARMER, LAURA ADAMS. *The Forest Pool*. New York. Longmans, Green & Co. 1938. 40 p., illus.

A simple story of two little Mexican boys, an iguana and a parrot. There is a brief mention of Moctezuma and his cloak of hummingbird feathers, as well as life in the ancient city of the hummingbirds. Also a legend of the iguanas. Beautifully illustrated in colors. Picture book format.

BANNON, LAURA. *Manuela's Birthday in Old Mexico*. Chicago. Albert Whitman & Co. 46 p., illus.

Good story of a birthday party in Mexico, well told in simple language and illustrated with attractive colored pictures. These illustrations include different Mexican dolls which children could make. Manuela's American friends make such a doll for her birthday and the way they make it is described in sufficient detail for the children to make one themselves. Excellent for doll projects in schools.

BARRIS, ANNA ANDREWS. *Red Tassels for Huki in Peru*. Chicago. Albert Whitman & Co. 62 p., illus.

Good information on the habits of llamas and customs of the people. What happens to Huki when he runs away and a lion tries to capture him. The descriptions of the interior of the home and the good pictures of the clothing of the Indians would be useful in handicraft and art classes. Also useful would be the detailed description of a dance which children could read and follow.

BEMELMANS, LUDWIG. *Quito Express*. New York. Viking Press. 1939. 47 p., illus.

The humorous adventures of a little boy of Ecuador who wanders away from his home, takes a train ride, an excursion on a boat and makes friends with the conductor. Charming illustrations.

BENNETT, VIRGINIA. *María Mello and Her Monkey*. New York. Grosset & Dunlap, Inc. Illus.

Charming story of a little Brazilian girl and her monkey. She lives in a house on stilts and her father gathers rubber. Good handling of environment, description of way of life.

BONTEMPS, ARNA, and LANGSTON HUGHES. *Popo and Fifina*. New York. The Macmillan Co. 1932. 100 p., illus.

The everyday life of two children of Haiti. The incident of the little boy making a carved tray might be used in connection with handicraft.

DESMOND, ALICE CURTIS. *The Lucky Llama*. New York. The Macmillan Co. 1939. 63 p., illus.

A simple, informative story giving many of the customs of the country and a good picture of village life, through Kalu's experiences in the home of the Indians who rescues him from a fierce condor. Excellent description of markets. Includes legend of why a white llama never works. Picture of swinging bridge. Colorful word pictures useful in motivating art work.

BURFEE, HELEN and JOHN McMORRIS. *Mateo and Lolita*. Boston. Houghton Mifflin Co. 1939. 62 p., illus.

Much good information on life in Mexico, including markets, spinning, pottery and a visit to Xochimilco. Simply told, illustrated by excellent photographs. Useful as a supplementary reading book.

ELIOT, FRANCES. *Pablo's Pipe*. New York. E. P. Dutton & Co. 1936. 48 p., illus.

The adventures of a little Mexican boy who plays a pipe so well that he is invited to join a group of traveling musicians. He buys presents for his family with the money he earns, including a big hat for himself. Bright illustrations.

GILL, RICHARD C. *Kalu the Llama*. New York. Henry Holt & Co. 1939. 35 p., illus.

An amusing story of a pet llama in Ecuador who thought it would be more fun to be a horse, and his adventures when he wanders away from the herd. Excellent illustrations.

GILL, RICHARD C., and HELEN HOKE. *Paco Goes to the Fair*. New York. Henry Holt & Co. 1940. 39 p., illus.

Story of a family of weavers in Ecuador. Paco gets into trouble when he uses the wrong dye, but when he finds more which turns out to be a lovely shade of red he sells the yarn and gets an unexpected trip to the fair. Many of the pictures would be of interest in connection with work on spinning and weaving, and the excellent views of house interiors could serve as basis for projects in handicraft and art.

GOETZ, DELIA. *Letters from Guatemala*. New World Neighbors Series. Boston. D. C. Heath Co. 1941. 56 p., illus.

Letters which a young American boy visiting in Guatemala writes back to his friend. They tell of his visits on banana and coffee plantations and in an

Indian village. He tells, too, of his life in a Guatemalan school and the Christmas and Independence Day celebrations. Illustrated in color.

JACKSON, CHARLOTTE E. *Tito the Pig of Guatamala*. New York. Dodd, Mead & Co. 1940. 73 p., illus.

A Guatemalan boy takes his pet pig to market. The trouble begins when the pig eats the father's identification card and he is thrown into jail. Much excitement follows, but through the pig's antics the father is finally freed. A humorous story with much of interest on the customs of the country. Bright, colorful illustrations.

LANCKS, HERBERT C. *Nancy Goes to Mexico*. Philadelphia. David McKay Co. 1939. 39 p., illus.

A simple story of Mexico told in the language of a child. Tells of Nancy's Mexican friends and how they lived, and includes brief chapters on burros, schools, markets, the maguey plant and its many uses, and on birds and animals. Gives the legend of the Virgin of Guadalupe, who has the likeness of an Indian maiden and is the patron saint of Mexico. In addition to excellent photographs, there are charming pen and ink sketches on margins. Useful as a supplementary reader.

SIMON, CHARLIE. *Popo's Miracle*. New York. E. P. Dutton & Co. 1938. 223 p., illus.

Everyday life of Mexican peasants, including description of many village customs and the legends of the burro of Amecameca and of San Miguel. It is the story of Rafael, who cares for his baby brother, and the pack of artist's materials the burro brought. Rafael's journey to return the pack gives him the opportunity to study art. Good incidental material on the preparations for the harvest fiesta—the costume and dance—and on markets. A useful book for general customs as well as for fiestas and art classes.

2. PERIODICALS AND PAMPHLETS

BALDWIN, LOUISE E. Silver Pesos for Carlos (*Jr. Red Cross News*, October 1939, p. 3-5, story, illus.).

For generations the men of Carlos' family have been tinsmiths, but Carlos loves to paint and draw. He solves his problems with the help of his little sister. The devotion of Carlos and Anita to each other, their unselfishness and sense of fair play, make a story of family life which children will enjoy.

Our South American Neighbors (*Child Life*, November 1940, p. 504-505, picture pages).

Pictures of interest to children carefully captioned and used as the magazine's center spread. Ruins of Macchu Picchu, Iguazú Falls, the University of San Marcos, "the world's highest bridge," llamas, mules, ponies, children.

III. REFERENCES FOR THE INTERMEDIATE GRADES

1. BOOKS

BROWN, ROSE. *Two Children of Brazil*. New York. J. E. Lippincott Co. 1940. 229 p., illus.

Describes in detail a coffee plantation and the steps in growing coffee. Gives much information on the everyday life of the people and includes accounts of special occasions such as a carnival, with description of costumes, and a birthday party, with specific directions about food and games which the children could use for a party in their own class. Also contains information on markets, a chapter on the Botanical Garden, the story of the royal palm, spice tree, and tea bush. Includes material on insects and butterflies of particular interest to children who like to collect them. Although it is overloaded with detail it would be a useful book in nature study, art, and social studies.

BURBANK, ADDISON. *The Cedar Deer*. New York. Coward-McCann, Inc. 1940. 156 p., illus.

Story of a little Indian boy who carves a deer from wood as a gift for the President. Contains good historical material on the Mayas and the Conquest, as well as information on present-day life, some legends and a story told by the knife vendor in the market. Good information on markets. Excellent chapter

on the "Flying Tree Dance"—detailed description of preparations for the fiesta, the costumes worn by the performers, and the dance itself, in which the dancers, having attached themselves by a rope around the waist to the top of the tall pole, dive into space; illustrated by two fine pictures. Much information on Indian costumes. Good glossary of Spanish and Indian words. Some illustrations are in color.

CANNON, MARIAN. *Children of the Fiery Mountain*. New York. E. P. Dutton & Co. 1940. 96 p., illus.

A well-told story of everyday life on a coffee plantation in Guatemala. Description of a Christmas fiesta and directions for making a *nacimientito* (model of the birth scene at Bethlehem). There is good action, and a volcanic eruption. Useful book in handicraft, for making Christmas project. Good illustrations, some in color.

COATSWORTH, ELIZABETH. *The Boy with the Parrot: A Story of Guatemala*. New York. The Macmillan Co. 1930. 101 p., illus.

A young boy from a village on Lake Atitlán starts out with a peddler's pack to go to the capital. His adventures on the way, his arrival at the City, his meeting with the toy-maker in Antigua, where he tries his hand at making a pottery whistle, are told with understanding of the country. Some history is introduced.

——— *Tonio and the Stranger*. New York. Grosset & Dunlap, Inc. 1941. 69 p., illus.

The adventures of a shepherd boy and his little sister when they help a man escape from robbers and the unexpected treasure he brings to the little sister make a charming story told with understanding and sympathy. Mexican setting.

DESMOND, ALICE; ALIDA MALKUS; and EDNAH WOOD. *Boys of the Andes*. New World Neighbors Series. Boston. D. C. Heath & Co. 1941. 56 p., illus.

Includes three stories: "A Farm Boy of the Andes", "Eleven Thousand Llamas" and "A Battle of Kites." Each story has a short preface, describing the country and the life of the boy mentioned in the story. One boy is a farm boy, one a shepherd in the Peruvian Andes, and the third a boy of the Chilean mining district. Illustrated in color.

GILL, RICHARD and HELEN HOKE. *The Story of the Other America*. Boston. Houghton, Mifflin Co. 1941. 56 p., illus.

Brief, simply written summary of South America's history from Columbus to the present. The appendix contains a one-page text of the outstanding characteristics of each of the ten countries. Each page of the book is profusely illustrated and the colored end-papers include a map of South America. Useful for beginning study of the southern continent.

GOETZ, DELIA. *Panchita: A Little Girl of Guatemala*. New York. Harcourt, Brace & Co. 1941. 180 p., illus.

In this simple story of Guatemala there is much information on food, dress, homelife, farming, and fiestas in Guatemala in addition to detailed information on pottery making. How little Panchita finally settles down to learning how to make pottery after seeing a golden-haired doll in the city makes a charming story of life in the little pink house that stood at the end of the crooked street that wound out to the end of the village. The illustrations have character.

LEE, MELICENT HUMASON. *Pablo and Petra: A Boy and Girl of Mexico*. New York. Thomas Y. Crowell Co. 1934. 150 p., illus.

Good information on the daily life and customs of Mexico. The description of making tortillas as well as the description of village huts could be used in an Indian village unit. Excellent material on markets and the fiesta of the corn.

——— *Volcanoes in the Sun: A Boy and Girl of Guatemala*. New York. Thomas Y. Crowell Co. 1937. 150 p., illus.

Life on a coffee plantation in Guatemala, Indian clothing and some history introduced. Good information on trees, plants, birds, and fruit of the country is included. Good glossary of Spanish and Indian words.

MALKUS, ALIDA SIMS. *The Silver Llama*. Philadelphia. John C. Winston Co. 1939. 108 p., illus.

Well told story of Peru in general and of the habits and training of llamas in particular. What happens when the "Silver Llama" has to make his way in the world. The legend of the white llama (which traditionally doesn't

work) is included as well as a story of the Spanish invasion. The Silver Llama brings good luck when he helps find the golden basin filled with jewels. Beautifully illustrated in color, showing dress of Peruvian Indians. For general information, history and art.

TURNELL, IDELLA, and JOHN WEATHERWAX. *The Talking Bird: An Aztec Story Book*. New York. The Macmillan Co. 1930. 195 p., illus.

Fairy tales and legends of the Aztecs which Paco's grandfather told him. Each story is prefaced by an incident of modern life in Mexico. These include descriptions of market days, a fiesta, a Christmas celebration, a picnic and Independence Day. The description of the *posadas* in the Christmas play is so detailed that children could carry out the customs in a Christmas play at school. The striking black and white illustrations add much to the stories.

RICHARDS, IRMAGARDE, and ELENA LANDÁZURI. *Children of Mexico: Their Land and Its Story*. San Francisco. Harr Wagner Publishing Co. 1935. 323 p., illus.

A general, simply written book on Mexico. The first 12 chapters give a brief survey of life among the Aztecs before the conquest, the coming of the Spaniards, episodes of colonial days, and a brief chapter each on the national hero, a fiesta, school, Christmas and places of interest in and around Mexico City. The book is illustrated by many photographs. The appendix contains information on the products of Mexico and the index indicates the pronunciation of Spanish and Indian words.

ROTHERY, AGNES. *South American Roundabout*. New York. Dodd, Mead & Co. 1940. 242 p., illus.

Devoted largely to the countries of South America but includes a chapter on Panama and brief material on Cuba and Haiti. There is interesting material on the plants and animals of the countries included, and some history. Good for social studies and geography.

STEEN, ELIZABETH K. *Red Jungle Boy*. New York. Harcourt, Brace & Co. 1937. 80 p., illus.

A well-written account of the everyday life of the Carajá Indians in Brazil. Their adventures on fishing and hunting expeditions and much information about jungle life and the habits of the animals is told in an interesting way. In addition there is material on the Indians' food, their dress, games and a dance. Striking illustrations in color add to the value of the book.

STOKER, CATHARINE ULMER. *Little Daughter of Mexico*. Dallas. Dealy and Lowe. 1937. 314 p., illus.

Gives much good information on Mexican life, including such colorful occasions as market day, Independence Day and a birthday, also Christmas festivities, handicrafts. Gives the legend of the Virgin of Guadalupe, who has the face of an Indian maiden and is the patron saint of Mexico.

TARSHIS, ELIZABETH KENT. *The Village that Learned to Read*. Boston. Houghton, Mifflin Co. 1941. 158 p., illus.

The story of Pedro, a little Mexican boy who vowed he would not learn to read when the new school was opened in his village. The opening of the school, the fiesta and the devices the childaen use to get Pedro to take an interest in school are interesting and amusing. What happens to keep him from going to the City and leads him finally to learn to read makes a delightful, well written story with many amusing incidents. The book is illustrated with over 60 pen and ink sketches that have life and gayety.

THOMAS, MARGARET LORING. *The Burro's Money Bag*. New York. Abingdon Press. 1931. 123 p., illus.

Good story of every day life among the Mexican peasants. How a little boy earned enough money by selling gardenias at the train to buy a burro and his adventures in the city where he goes to visit his relatives, gets lost but finally reaches home safely. The story ends happily with a fine fiesta.

——— *Paulo in the Chilean Desert*. New York. Bobbs-Merrill Co. 1934. 190 p., illus.

Describes life in the Chilean desert near a copper smelter and relates how a young boy learned to fend for himself. There is a football game, and a detailed description of a chinchilla hunt.

WALDECK, JO BESSE M. Exploring the Jungle. New World Neighbors Series Boston. D. C. Heath & Co. 1941. 56 p., illus.

Good account of life in the jungle (Guianas) and of two Arawak children who live there. Includes brief chapters on jungle vines, jungle trees and products obtained from them. Contains excellent glossary and good illustrations, many of them in color. Good for material on Indians and in nature study.

—— Little Jungle Village. New York. Viking Press. 1940. 176 p., illus.

How two little Arawak Indian children start a jungle village. Well-presented information on plants, animals and trees of jungle. Good illustrations.

WEIL, ANN. The Silver Fawn. Indianapolis. Bobbs-Merrill Co. 1939. 228 p., illus.

Story of a little Mexican boy and his friendship for the American who opens a silver shop. Includes good detailed information on Mexican life and customs which could be used as basis for Mexican units. Good for handicrafts, art and customs.

WINSLOW, ANNA C. Our Little Chilean Cousin. Boston. L. C. Page & Co. 1928. 1940 p., illus.

Describes *hacienda* (ranch) life in Chile—customs, dances, games and a Christmas celebration. There are trips to the lake region, the copper and nitrate fields, Robinson Crusoe Island and the Christ of the Andes statue commemorating the peaceful settlement of a boundary dispute with Argentina. There is also material on the Araucanian Indians, Independence Day and Chile's national hero. Useful book for general information on Chile and for specific information on holidays.

2. PERIODICALS AND PAMPHLETS

COATSWORTH, ELIZABETH. Black Lava (*Story Parade*, Oct.–Dec. 1940, story, illus.).

Adventures of a little Mexican boy who herded sheep on the lonely *pedregal*, where the black lava flowed over the earth many centuries ago. Illustrations by Wilfred Bronson accompany the skillful word-pictures of the boy and his family, the toys he makes of twigs for his little sister, their food, clothing, chickens, goats, the neighboring pyramid. The story emphasizes the devotion of the family group and the heroism of the boy.

COBLENTZ, CATHERINE CATE. The Violet Tree (*Jr. Red Cross News*, November 1937, p. 3–6, story, illus.).

Luis, a little boy of Spanish and Indian ancestry who lives in a thatched *bohío* on stilts and plays with his white hen, discovers a wonderful tree in purple bloom hidden in a ravine. He decides to keep it for his very own to gaze upon until the blossoms are all gone, and is stubbornly silent when he hunts orchids for the *señorita* to paint. Why he finally shares his treasure with the lonely artist makes a moving story. Intimate picture of family life, birdcalls. The author reports the "violet tree" had not been classified botanically at the time the story was published. For art and language arts. Activity suggestion: making a cup for a pet from a coconut shell, dramatizing and painting scenes.

Cowboys of South America (*My Weekly Reader*, April 7–11, 1941, illus.).

Two pictures of cowboys that children will like, one from the Argentine and one with three cowboys from Uruguay. Children in 3d and 4th grades can read the text and find it interesting. Can be kept in a class scrapbook on South America. Children may want to dramatize a cowboy scene after reading the material. Sufficient action in the material to suggest a home-made movie for 3d and 4th grades, scenes showing grass taller than a man; fences and windmills being repaired; cowboys in their everyday clothes; soft black hat, baggy trousers, short boots and a plain leather saddle covered with sheepskin, and in their dress-up clothes: silver-trimmed belt, white shirt and a coat, dress saddle trimmed with silver and horse's bridle studded with silver decorations; scenes around camp fires; special kind of tea from a special kind of cup.

If You Lived in Peru (*Jr. Nat. Hist.*, Apr. 1939, photographs, p. 8-9).

Five excellent photographs with explanation of each: a street scene in the town of Puno with llamas, little girl with a lamb that had strayed from the flock, a woman weaving, children selling pineapple slices, view of Lake Titicaca. Interest and vocabulary for children nine to eleven.

If You Lived in Santo Domingo (*Jr. Nat. Hist.*, Oct. 1939, photographs, p. 8-9).

Five photographs by Rollo H. Beck with 50-100 words of explanatory information about each picture. Show a worker in a tobacco field, a boy shoveling cocoa beans, an excellent picture of a house, boats and produce at the river bank early in the morning, women on their way to work with bundles of laundry on their heads.

JOHNSON, SIDDIE JOE. Debby and Francesca (*Jr. Red Cross News*, February 1941, p. 164-167, story, illus., reprinted from book *Debby*, Longmans, Green & Co.).

Two little girls, an American and a Mexican, could not understand each other's language but became friends in spite of this. Francesca had come from Mexico with her mother and her baby brother to be with her father who worked on a farm. Debby lived in a trailer nearby. The friendship of the children proved that the language problem need not be a barrier to understanding and appreciation.

LAMBERT, CLARA. Theresa Follows the Crops. (*Jr. Red Cross News*, April 1937, p. 234-237, illus.).

Story of a little Mexican girl traveling with her parents who harvest crops from California to Washington. Theresa's is a type of environment that is not generally known to children in industrial areas. She meets with unfriendliness at school until teachers and children learn to understand her problems and to appreciate her art. Suggests that children too can contribute towards inter-American friendship by being helpful to Latin American children who come to the United States.

LAVARRE, WILLIAM. Golden Skeletons of Darien (*Jr. Schol.*, September 16, 1940, p. 8-12, illus., reprinted from book *Southward Ho*, Doubleday, Doran and Co.).

This episode, a reading unit in itself, excites curiosity to know more about the Darien jungles, where the Río Sambu descends from the mountains that form the boundary between Colombia and Panama. The Chakoi Indians are hostile to white explorers. They remember Spanish raiders of earlier times who looked for gold, and are not amused by the practical jokes of passing airmen.

LEDIG, ELIZABETH LINEBACK. Barbecue in the Andes (*Jr. Red Cross News*, February 1940, p. 11-13, story, illus.).

In this charmingly told story, two Indian children of Peru accompany their pretty godmother to a house party at a sheep ranch in the Andes and watch the annual separating of the flocks. Contrast of life at the ranch and in the village, lower in the mountains, where the children live. Description of method by which the sheep are brought to the stone-fenced corral to be graded, cleansed of ticks, counted and separated according to age and sex. The *pachamanca* or barbecue is the main feature of the celebration which follows.

——— Carnival Day in the Andes (*Jr. Red Cross News*, April 1938, p. 3-6, illus.).

A second story of Antonia and her brother, the Indian village children who figure in "Barbecue." The family journeys to the capital city bringing simple gifts for the children's Spanish godmother who is Beauty Queen of the carnival. Charming glimpses of fishing, spinning, social customs, and manners. Complete description of the festival.

LEE, MELICENT HUMASON. A Mexican Market (*School Arts*, November 1940, p. 101-102, 10a).

Short and vivid description of a Mexican market organized in such a colorful way that children can read and enjoy it. The costumes worn by men and women, the produce and handiwork brought to the market, and the manner in which buyers and sellers conduct themselves, described in careful detail. The dialogue of the accompanying sketch called "Mexican Market Day—A Playlet," approximately eight words for each of the six vendors, may be used as given or to suggest creative composition. The directions for costuming

are clearly expressed and the pupils could easily obtain the materials suggested from their homes.

Mexican Pictures (*Children's Play Mate*, June 1941, illus.).

A picture story of village life and customs in present-day Mexico. Shows an adobe house, corn-husk dolls, cactus plants, a shepherd with his goats, a burro with his load, a woman making *tortillas*, children in fiesta costumes, pieces of pottery. Food, clothing, and activities are described. The Mexican flag illustrated does not bear the coat-of-arms. Factual material. Ideas for artistic reproduction.

News of the Desert Queen (*Jr. Red Cross News*, October 1940, p. 46-47).

Children from the Desert Queen School in California describe a trip across the border into Mexico in a correspondence album for children in New Zealand. They visited a Mexican school. There is an amusing picture of a mother burro and her baby with the caption "Desert Canaries," so-called because of the way they bray.

Our South American Neighbors (*Child Life*, November 1940, p. 504-505, picture pages).

See Primary list. Pictures may be used to supplement activities.

Out of Jungles Come Farms in Brazil (*My Weekly Reader*, April 7-11, 1941, illus.).

Interesting information on the work of engineers in transforming swamp and jungle into small farms where the people raise vegetables, fruits and sugar cane. Two pictures and two shaded outline maps give information on areas and products.

PURNELL, IDELLA. Paco's Pay-day (*Jr. Red Cross News*, May 1938, p. 17-19, story, illus.).

An unusually interesting picture of home life on a ranch in Mexico. Glimpses of less usual foods with which the family ekes out its diet: St. John's roses cooked with rice, leaves of *quelite*, boiled like spinach, sweet smelling *limoncillo* tea. Paco's opportunity to prove his bravery and devotion to his family comes while he is driving burros to the city. Supplementary reading for social studies.

—— The Values (*Jr. Red Cross News*, October 1937, p. 5, story, illus.).

Nico is in charge of the Columbus Day program at the Instituto Colón in Guadalajara, and his mother and father come all the way from Ayutla in the hot untidy bus to see the play that Nico has written. Nico's father is a miner, and the boy is embarrassed when he sees his parent's peasant clothes in the audience. However, his home training helps him to discover "the values" and he is happy at the end of the day. The three scenes of Nico's play are given. Children of fourth and fifth grade level may be interested in writing and producing a play based on similar historical material.

THOMAS, MARGARET LORING. Up in Peru (*Jr. Red Cross News*, October 1936, p. 42-43, illus.).

A journey by train from the boat at Mollendo across the Atacama Desert to the oasis city of Arequipa. General description of the city and its life, especially the market. The Indians come down from the mountains, up from the warm valleys laden with vegetables, fruit, flowers, furs, shawls, anything they make or grow. Sunday afternoon is the time for family reunions and festivities, the plaza is the center. Colorful, detailed description of the patio at the pension with its roses and palm tree and turkey-coop on the roof. Geography, social studies, language arts.

VON HAGEN, CHRISTINE. Francisco's Lucky Day (*Jr. Red Cross News*, March-April, 1941, story, illus.).

The story of a working day in a little boy's life on a cacao *hacienda* at Tenquel in Ecuador and of the adventures he had the next day on his first trip to the city of Guayaquil. Social studies material.

IV. REFERENCES FOR THE JUNIOR HIGH SCHOOL

1. BOOKS

GILL, RICHARD C. *Manga*. New York. Frederick A. Stokes Co. 1937. 268 p.

Well written, swift moving story of adventure in the jungles of Ecuador. Describes customs of the Indians, a young American's association with them

and the friendship which develops. Good information on birds and animals.

——— *The Volcano of Gold*. New York. Frederick A. Stokes Co. 1938. 256 p., illus.

The young American returns to Ecuador and the characters from the author's previous book *Manga* continue their adventures. These include a journey into hostile Indian country, their capture by the enemy, their escape and finally, their finding of the treasure. The background of Indians and jungle is authentic and well handled.

GOETZ, DELIA. *Neighbors to the South*. New York. Harcourt, Brace & Co. 1941. 293 p.

Describes twelve countries of Central and South America and in addition has a chapter each on products, transportation, education, cultural relations, Pan Americanism and the Latin American heroes. Illustrated with 92 excellent photographs. Useful for general reference and supplementary reading.

HOLTON, PRISCILLA. *Chuck Martínez*. New York. Longmans, Green & Co. 1940. 312 p., illus.

Information on the everyday life of a group of Mexican schoolboys, including their athletics, a country fiesta, etc. How Chuck Martínez rescued his father, who was kidnapped by bandits. The dance described in Chapter 8 might be used in a school fiesta.

LAY, MARION. *Wooden Saddles*. New York. Wm. Morrow & Co. 1939. 174 p., illus.

The exciting adventures of a Mexican boy who is captured by gypsies and escapes, taking his pet fawn with him; later he wins a roping contest, runs into a revolution, is taken prisoner, but escapes and lives for a time in a small village. A great deal of information about the country is introduced incidentally. Description of charro suit in Chapter 9 would be useful for making a costume. Well illustrated.

PECK, ANNE MERRIMAN. *Young Mexico*. New York. Robert McBride & Co. 1934. 270 p.

Good, detailed survey of Mexican life in city and village, among upper class and peasants, in tropical lowlands and cold highlands. Markets, fiestas, school, work, and history (in brief), all covered in an interesting way. Useful for supplementary reading and for special Mexican unit on fiestas. Good illustrations.

——— *Roundabout South America*. New York. Harper Bros. 1940. 359 p.

Good information on South America told in an interesting way. History, culture, industries, and education all touched on briefly but with real understanding of countries and people. Good for reference and for supplementary reading.

WIESE, KURT. *The Parrot Dealer*. New York. Coward-McCann, Inc. 1932. 239 p., illus.

Life in Brazil. Good, detailed description of markets, a shark-fishing expedition, a jaguar hunt, trip with a mule train, capturing an anteater, wild pigs; and a toucan. Interesting material on a carnival and a revolution. Gives great deal of information about the country, presented in an interesting way with good action. Useful in nature study, handicrafts. Children could construct market or stage a carnival.

2. PERIODICALS AND PAMPHLETS

CRAIGE, J. H. *Haitian Vignettes* (*Natl. Geog.*, October 1934, p. 435-485, illus.).

The author, a captain in the U. S. Marine Corps, writes from personal experience of the life and social customs of Haiti, and relates some history. His account of the life of Henri Christophe and description of the famous Citadel are accompanied by 13 natural color photographs, and 40 in black and white. They include the Cathedral in Port-au-Prince, trading craft, gunboats, urban and rural homes, primitive sugar mill, agave fiber hung out to dry, bamboo musical horns, and various occupations.

D'EMERY, CHARLES. *Rio de Janeiro: Glamour under the Southern Cross* (*Bull. Pan Amer. Union*, February 1939, p. 61-67, illus.).

A short descriptive article about Rio de Janeiro and its natural setting. Good factual material, excellent photographs of Rio from Sugar Loaf, Rio under a

full moon, the shore drive, the Monroe Palace, the botanical gardens in Rio. Two photographs of the 100 ft. statue of Christ the Redeemer on Corcovado show its location in relation to surrounding country.

DUNCAN, DAVID D. Fighting Giants of the Humboldt (*Natl. Geog.*, March 1941, p. 373-400, illus.).

Primarily natural science material, this article is listed because fishing and guano are economic factors, and glimpses are given of these industries. "Burro redcaps" carry home the fishermen's catch while their masters continue to fish, and the "sanitation corps" is made up of vultures. In connection with the guano industry, there are pictures of cormorants, which fly in "clouds." Good illustrations, map.

LEDIG, ELIZABETH LINEBACK, Heigh-ho, Come to the Fair (*Bull. Pan Amer. Union*, May 1933, p. 385-390, illus.).

A vivid description of the Sunday fairs at Huancayo, Peru, the scene of one of the oldest and most colorful markets on the southern continent. Illustrations show silverware and pottery. Peruvian handwoven rugs and blankets, figures of wood and plaster.

MARDEN, LUIS. Caracas, Cradle of the Liberator (*Natl. Geog.*, April 1940, p. 477-513, illus.).

Nineteen natural color photographs and 18 black and white enrich this description of Caracas, birthplace of Simón Bolívar, the Liberator of a large part of South America. The article covers the geographical setting of the city and the industries of the surrounding country, such as fishing, pearling, orchid growing, coffee raising. It describes homes, schools, sports and games, the dance, food, clothing, and social customs; also the custom of naming street corners instead of the streets. There is a brief account of Simón Bolívar, his birthplace and tomb. Social studies reference, history.

MOORE, ROBERT W. Rio Panorama (*Natl. Geog.*, September 1939, p. 283-324, illus.).

A description of the harbor and spectacular natural setting of Rio, its docks, streets, parks; city planning and building; commercial, professional achievements and interests; recreational aspects. 12 clear photographs of unusual variety. The origin of the country's name is given as coming from the *pau brasil*, a tree used as dyewood. Pieces of this wood, which Amerigo Vespucci and other early explorers took back to Europe suggested red-hot coals, or *brasas*. So Brazil the country became rather than Terra da Vera Cruz, which the Portuguese navigator Cabral first called it. Interspersed through the article are 34 natural color photographs entitled "Carioca Carnival"; these show street scenes during the carnival days that precede Ash Wednesday each year.

Pan American Union. American Nations Series and American Cities Series. Washington, D. C., illus.

Separate booklet on each republic and on each of the capital cities of Latin America. Comprehensive material in convenient form. See references for the teacher.

ROBB, MAURINE. Streets of Buenos Aires (*Jr. Red Cross Jour.*, December 1940, p. 118-119).

Revealing glimpses of a community through description of its streets. The author covers several of the important thoroughfares in Buenos Aires and describes in detail the life of the little street in the suburb of Belgrano where she lives. Chimney sweep, butcher's boy, turkeys pass by. There are gay carts, fragrant blossoms, wrought iron gates, little uniformed children attending English, German, American schools, and the "walking dairy," relic of the past.

SIMPICH, FREDERICK. Life on the Argentine Pampa (*Natl. Geog.*, October 1933, p. 449-492, illus.).

Forty-one photographs and 9 paintings by the Argentine artist Cesáreo Bernaldo de Quirós supplement this article. Glimpses of history and material on the geography of this region round out the picture of man's adaptation to the pampa environment presented by the excellent photographs of everyday life, rural scenes, occupational activities, animal life. For a single periodical reference, this article contains an abundance of material on the pampas.

WILLIAMS, MAYNARD OWEN. Buenos Aires. Queen of the River of Silver (*Natl. Geog.*, November 1939, p. 561-600, illus.).

In Argentina, one out of every three persons lives in Buenos Aires. Street names and statues outline the history of this city of three and a half million. The article describes the flow of life in a twenty-four hour span. A series of 24 natural color photographs entitled "Buenos Aires: Metropolis of the Pampa" rounds out the vivid impression of docks, streets, parks and life of the people.

V. REFERENCES FOR THE TEACHER

1. Books

CARLSON, FRED A. Geography of Latin America. New York. Prentice-Hall, Inc. 1936. 642 p., illus.

The book discusses the conditions that have influenced the development of the Latin American republics. The general characteristics, description and interpretation of the natural-cultural regions, and a summation of geography in relation to domestic and foreign affairs are included for each country. There are 134 excellent photographs of plants, animals, people and places to supplement and clarify the text. The 66 maps and charts include many on rainfall, population, climates, principal ports, etc. Comprehensive bibliographies are included at the end of each chapter and a list giving the pronunciation of Latin American names is of particular value.

GOODSPEED, T. HARPER. Plant Hunters in the Andes. New York. Farrar & Rinehart, Inc. 429 p., illus.

Although primarily the account of a botanical expedition in Peru and Chile, the book gives a great deal of information on the people, the homes and communities in which the expedition worked. Their search for specimens took them into environments varying from desert and jungle to coastal plain and the towering Andes mountains. Excellent photographs give a close-up of people, homes, the countryside and the occupations of the people and in addition, include many photographs of the ruins of conquest and colonial days.

GREEN, PHILIP L. Our Latin American Neighbors. New York. Hastings House. 1941. 128 p.

A brief, simply written survey of Latin America from before Columbus to the present. The geography, conquest, colonial period, and independence, and later progress and problems are all discussed. There are chapters on Latin American culture and a good discussion of racial background and of the various Indian tribes living throughout the Americas. A good general book.

HANSON, EARL P. Chile: Land of Progress. New York. Reynal & Hitchcock. 1941. 201 p., illus.

Concise but complete and colorful survey of Chile, sympathetically told. A chapter on Chile's history gives a good background for the chapters which follow on the people and government, products and industry, social legislation, education, culture and general information for visitors to Chile. Of particular interest is the chapter on culture which gives good information on the music, literature and dances of Chile. The chapters on the people and government are equally interesting and valuable for an understanding of the country's development and the characteristics of the people. Illustrated with 12 excellent photographs.

HERRING, HUBERT. The Good Neighbors: Argentina, Brazil, Chile and Seventeen Other Countries. New Haven. Yale University Press. 1941. 361 p.

A well-written book based on fact and first-hand experience by the Director of the Committee on Cultural Relations with Latin America. The book centers mainly on the three countries named in the title and Mexico, with brief space devoted to the others. The author has included much of his own research into the everyday life of the people. He understands and appreciates the problems of inter-American cooperation, and in the last section of the book he gives a realistic appraisal of our policy in Latin America and of the alternative channels into which that policy might be forced.

KELSEY, VERA. *Seven Keys to Brazil*. New York. Funk & Wagnalls Co., 1940. 314 p.

An exhaustive book on Brazil, beginning with a brief survey of the Portuguese, Indians and Negroes, Brazil's early settlers, covering the colonial period, describing life under the Emperors, and independence from Portugal. The author describes in detail the seven different regions of Brazil, the culture, industry and cities. The last part of the book is devoted to a brief discussion of the arts of the country. The wealth of material makes it useful as a reference book. The 54 photographs give an idea of people, places and industries of the country.

KELSEY, VERA, and LILLY DE JONGH OSBORNE. *Four Keys to Guatemala*. New York. Funk & Wagnalls Co. 1939. 332 p.

A comprehensive and authentic book on Guatemala based on material collected by Mrs. Osborne during a lifetime's residence in Central America, the major part in Guatemala. The early history of the country, the conquest and colonial period, and the development of the country after it became a republic are all treated in an interesting way. There is admirable material on the arts and crafts, the fiestas and costumes as well as on the economic, political and cultural life. Ten pages of notes include detailed information on birds, trees, medicinal plants, flowers and a list of the dye plants from which Indians obtained their colors. The 56 illustrations of buildings, the countryside, dances, fiestas, costumes and handicraft add to the value of the book.

ROBERTS, W. ADOLPHE. *The Caribbean: The Story of Our Sea of Destiny*. Indianapolis. Bobbs-Merrill Co. 1940. 313 p.

Detailed and colorful survey of Caribbean countries from Columbus to 1940. Full treatment of the conquest, colonial period, independence, and later times and personalities who figured in this history: Columbus, Balboa, Cortés, Pizarro, Las Casas, and Bolívar. There is also much information on the relations of the American nations with European powers: England, Holland, France. The development of plantations, introduction of sugar, bananas and other crops, and beginnings of the slave trade are traced. Numerous maps, showing voyages and colonizations, and 21 illustrations, including portraits of many famous men, add to the value of the book.

ROMOLI, KATHLEEN. *Colombia: Gateway to South America*. Garden City, N. Y. Doubleday, Doran & Co. 1941. 364 p.

An unusually well-written, informative book in which the author has presented the past, present and future of one of the most important American republics. The author has given not only the factual material of her subject but has included a wealth of legend and tradition which add color and interest, as for instance the chapter on "The Lake of El Dorado" and the legends of The Gilded Man. In Chapter 31, "Even Neighbors Can Be Friends", the author discusses past relations between Colombia and the United States and makes some suggestions looking toward a better understanding in the future. Fourteen photographs illustrate the book, including two particularly interesting ones on the salt mines (p. 104).

SIMPSON, LESLEY BYRD. *Many Mexicos*. New York. G. P. Putnam's Sons. 1941. 336 p.

A good general book on Mexico in which the author humanizes its history and highlights the men, events and institutions of the past which have left their traces on the modern scene. From his intensive research the author presents not only much new material but also a new viewpoint on many old problems. There is also good material on many of Mexico's great figures—Cortés, Mendoza, Velasco, Hidalgo, Juárez and others, as well as a good chapter on education and letters. The author has given a balanced and objective picture of many of the country's problems.

STEINBECK, JOHN. *The Forgotten Village*. New York. Viking Press. 1941. 143 p.

A book made from the film of the same name. A simple, brief text supplements the 136 excellent photographs and tells the story of a Mexican village and the struggles of the teacher and the doctor when they attempt to cure the fever and purify the water against the witch doctor's advice.

VON HAGEN, V. WOLFGANG. Ecuador, the unknown. New York. Oxford University Press. 1940. 296 p.

A well written description of the author's two and a half years' travels in Ecuador and the Galápagos Islands. In addition to giving detailed information on various regions and peoples of Ecuador, the book contains good chapters on the Panama hat industry (ch. 5), cacao (ch. 9), balsa wood plantations (ch. 8), the fair at Otavalo, a town in Ecuador, the fauna of the Galápagos Islands, and the condors (ch. 6). There is a brief summary of the history of Ecuador from the conquest through the colonial period, also a chapter on the background of the boundary controversy between Peru and Ecuador (ch. 22).

WILLIAMS, MARY W. The People and Politics of Latin America. New York. Ginn & Co. New edition. 1938. 888 p.

An authoritative, comprehensive survey of Latin America from the pre-Columbian period through the Inter-American Conference at Buenos Aires in 1936. The conquest, colonial period and the wars of independence are treated in detail. A chapter is devoted to each of the republics except the republics of Central America which are included in one chapter. There are also chapters on education, literature, art, music; on the economic activities of the Spanish colonies; and on colonial society. Throughout the book emphasis has been put on the people of Latin America and upon the constructive development of the countries rather than upon the wars. The 65 illustrations picture many of the persons who have contributed to the political, industrial and cultural progress and throw light upon economic activities, architecture, art and customs. The 21 maps add to the usefulness of the book.

2. PERIODICALS AND PAMPHLETS

BEALS, CARLETON. Future of the Amazon (*Survey Graphic*, March 1941, 6 p., illus.).

A description of the Amazon basin, which is larger than Europe; history of its hinterland; information about the explorers of the region and the first settlers; enumeration of present problems with suggestions for solving them. General reading for background. The elementary teacher will find information useful in planning her social studies program.

BRADLEY, CAROLYN G. We Visited Guatemala (*School Arts*, November 1940, p. 75-87, illus.).

Glimpses of everyday life in Guatemalan cities and villages. Describes the cut and color of clothing worn by men, women and children. Numerous photographs show wash-day, fiesta trip, worship, travel, musicians and their instruments. There are also village scenes, an Indian home, reproductions of tapestry and pottery. The page of illustrations showing a family engaged in weaving has high merit for home life study in the elementary school.

CHAPIN, JAMES P. Islands West of South America (*Nat. Hist.*, June 1936, p. 31-55, illus.).

A map and 35 excellent photographs show the location of the rainless guano islands of Peru, the Galápagos Islands, and the island of Juan Fernández, in relation to Chile and the west coast of South America. Juan Fernández was the home of Alexander Selkirk ("Robinson Crusoe"), and has present possibilities for a naval base.

———. Through Southern Polynesia (*Nat. Hist.*, April 1936, p. 287-308, illus.).

Material on Easter Island, which belongs to Chile and is a subject of scientific interest. Account of the race to secure the first egg of the season laid by a sooty tern, with a picture of an Easter Islander wearing about his head a woven band decorated with the white breast feathers of this once sacred bird. Other pictures show a stone hut at Orongo where islanders used to watch the sooty terns; a male frigate bird, called a "robber baron"; and a view of a crater which indicates that geologically, Easter Island is very young. Useful in natural science.

CRAIGE, J. H. Haitian Vignettes (*Natl. Geog.*, March 1941, p. 149-152, illus.).

Material for selection by elementary teachers. Illustrates valuable teaching aids at all levels above third grade. See Junior High School list.

D'EMERY, CHARLES. Rio de Janeiro: Glamour under the Southern Cross. (*Bull. Pan Amer. Union*, February 1939, p. 61-67, illus.).

See Junior High School list.

DICKENS, SAMUEL N. Galeana: A Mexican Highland Community (*Jour. Geog.* April 1935, p. 140-147).

Description of a community settled by people of Spanish descent in 1678, which has no indigenous basis of Indian culture. Galeana differs in this respect from older villages of the Central Plateau. Useful for type study showing the adaptation of man and animals, as well as plants, to a specific environment.

DUNCAN, DAVID D. Fighting Giants of the Humboldt (*Natl. Geog.*, March 1941, p. 373-400, illus.)

See Junior High School listing. Children of all ages will enjoy the illustrations, and the map showing the location of the Humboldt current is simple enough for elementary children and very clear.

GRIFFIN, CHARLES C. The National Teachers College in Venezuela. (*Bull. Pan Amer. Union*, April 1941, p. 199-204.)

How some Latin American teachers prepare for the profession. An account of a very modern educational institution in Venezuela where emphasis is placed on developing the independent powers of the teacher. Program of studies, collegiate standing discussed, also cooperation with foreign scholars. Special mention is made of the cultural mission from Chile and the bonds of sympathy that have united Chile and Venezuela since the days of Andrés Bello. Photographs show the location of the college, a library scene and patio.

HOLTON, PRISCILLA. Two Gardens for Children in Mexico. (*Jr. Red Cross News*, March 1938, p. 20-22, illus.)

Kindergarten and first grade children will be interested in the description of "gardens for children" in Mexico. The teacher will be interested in the difficulties the young Indian principal overcame to win the support of parents in the village of Tonalá. Before the "garden" came the children cracked clay and moved the drying pottery into the sun. In Guadalajara a dump-heap was transformed, and swings and flowerbeds now surround a small central building.

JAMES, PRESTON E. The Expanding Settlements of Southern Brazil. (*Geog. Rev.*, October 1, 1940, p. 601-626).

The author states that study of settlement involves a knowledge not only of the facts of the land but also of the physical qualities, the psychological attitudes, the inherited traditions and taboos of the people, and countless trivial accidents that play a part. He then undertakes to present against the background of the land in a specific area in south Brazil, German, Italian and Polish clusters of population created since independence. Six maps show surface configuration of the land, natural vegetation, population distribution, land use and railroads. 16 photographs show settlements, towns, land features, homes and community gatherings. Interesting in the light of current history and as general background on colonization, for the teacher of social studies.

JARRETT, EDITH MOORE. The Little Towns of Mexico. (*Instructor*, April 1940, p. 52, illus.)

Short article by a teacher giving glimpses of life in less-known towns such as Mazatlán, Tepic, Guanajuato, Querétaro, Zacatecas. She enjoys papaya, mangoes, fresh pineapple, fresh coconut milk out of a green shell, horse-drawn carts, hibiscus flowers, patios, *mariachis* singing and strumming on homemade guitars.

KERN, FRANK D. Visiting Venezuela. (*Scientific Monthly*, February 1937, p. 101-116, illus.)

The author is Professor of Botany and Dean of the Graduate School at Pennsylvania State College. He was looking for botanical data, making a study of plant diseases and collecting fungous parasites, when he jotted down these general notes. Interesting observations on climate, social adaptations, notes on Bolívar and the city of Caracas. Valuable for geographic information, social studies in upper elementary and junior high.

LASSALLE, EDMUNDO. The Spring Institute of Education, Mexico. (*Bull. Pan Amer. Union*, October 1941, p. 586-589, illus.)

The account of an experiment initiated to bring together students and teachers from the various states of Mexico to present to them a cultural program of world scope. It aims to furnish students of professional and technical schools with intensive training through lectures in new theories and ideas. Successive Spring Institutes will be held in different State universities. There

are photographs of Don Vasco de Quiroga, founder and guiding spirit of the Colegio de San Nicolás de Hidalgo and one of the *colegio* buildings.

LEDIG, ELIZABETH LINEBACK. Heigh-ho, Come to the Fair. (*Bull. Pan Amer. Union*, May 1933, p. 385-390, illus.)

See Junior High School list.

LEE, MELICENT HUMASON. Street Scenes in Mexico. (*Instructor*, April 1936, p. 30.)

Program material for classroom or auditorium. Details of a typical street and market, with familiar street characters, are carefully presented for reproduction in tableau or play. Further help may be had from Plates VIII and IX in this issue which pictures *rebozos* (scarves), *sombreros* (hats), *sarapes* (worn as overcoats), sandals, blankets, baskets, flowers, fruits, a burro, a parrot, goose, pig, etc.

LONG, E. JOHN. Gautemala Interlude (*Natl. Geog.*, October 1936, p. 429-460, illus.).

Recommended especially for excellence and choice of accompanying photographs (23 in black and white and 13 in natural color) covering many aspects of home and community life, history, scenery, industries, animals and plants. Of special interest: women washing clothes in a hot spring and rinsing them in the cool waters of Lake Amatitlán, arin's length away; a ceiba tree at Palin which has a spread of more than 180 feet; an unusual relief map erected in the capital city, showing the topography of the entire republic in concrete. Beautiful picture of a quetzal, the national bird, which gives its name to the dollar coin.

Mexican pictures (*Children's Play Mate*, June 1941, p. 30-31, illus.).

See Intermediate listing.

MOORE, ROBERT W. Chile's Land of Fire and Water. (*Natl. Geog.*, July 1941, p. 91-110, illus.)

See Junior High School listing. Pictures will interest elementary grade children. Material suitable for retelling, especially the information on the national flower.

——— Rio Panorama. (*Natl. Geog.*, September 1939, p. 283-324, illus.)

Content interest for elementary children. Pictures of interest at all levels.

See Junior High School listing.

MORRIS, LEAVITT. In Fortín, It's Orchids for the Picking. (*Chr. Sci. Mon.*, Weekly Mag. Section, September 20, 1940, p. 4, 12, illus.)

May be used by Junior High teacher in study of city planning, gives view of modern Mexican interest in progress. Describes the interest of a prosperous citizen in beautifying the town in which he lived as an underprivileged child when he develops it as a vacation resort. Fortín is on the east coast of Mexico near Veracruz.

NEWHALL, BEATRICE. The New Constitution of Bolivia (*Bull. Pan Amer. Union*, February 1939, p. 100-106).

Good article for teachers of junior high school civics, and general information for teachers at all levels. The Constitution reflects the growing social consciousness of the times by giving special attention to economic and social aspects of national life.

NICHOLS, MADALINE W. The Argentine Gaucho (*Bull. Pan Amer. Union*, May 1941, p. 271-275, illus.).

History of a Latin American type popular with children. The original guacho, a lawless hunter of wild cattle gathering hides for the contraband trade, came into existence in the latter half of the eighteenth century. Because of his superlative skill as a horseman he was drafted into the Argentine wars of independence and became a hero and symbol of nationality. The wars over, there was no room for the gaucho. He disappeared in fact but lives in legend, and his name has been taken over by the whole cowboy class. Concise treatment. Useful for senior high school reference material and valuable for elementary teacher as background. Excellent study of the way in which man makes specific adjustments to different types of environment.

Pan American Union. American City Series. Washington, D. C. Illus.

Separate booklets on 26 cities: Asunción, Barranquilla, Bogotá, Buenos Aires, Caracas, Ciudad Trujillo, Guatemala City, Havana, La Paz, Lima, Managua, Maracaibo, Mexico City, Montevideo, Panama, Quito, Rio de Janeiro, Rosario,

San José, San Salvador, Santiago (Chile), Santiago (Cuba), São Paulo, Tegucigalpa, Valparaíso. Organized in much the same way as the American Nations Series as to size, picture distribution, print, etc.; but gives fuller treatment of local areas, e. g., cities important as governmental centers or for industries. 5¢ each.

PLATT, ROBERT S. Six Farms in the Central Andes (*Geog. Rev.*, April 1932, p. 245-259, illus.).

A highly specialized article for students of economics, but so well organized and presented that the teacher of Junior High School geography can get a feeling of the extent of this region, an appreciation of the primitive communities near the limit of subsistence, of primitive dwellings and processing; of the antiquity of Lake Titicaca communities inhabited today; of the effects of altitude on life as one descends from the high communities to the lower ones of the Cuzco Basin, the Arequipa Basin, and the Rimac Valley. The coastal region is the heart of modern Peru. The center of gravity slipped from the highlands to the coast at the time of the Spanish conquest. Illustrations show irrigation gates, ditch, irrigated land, desert pampa, cotton crop under irrigation, etc. Clear picture of farmhouse made of adobe and grass thatch. Picture interest not below Junior High school. 8 locational maps.

REDFIELD, ROBERT. Primitive Merchants of Guatemala (*Quart. Jour. Inter-Amer. Rel.*, October 1939, p. 42-56).

The way of life of the Indian as seen in his religious expression, his simple methods of farming, his social grouping and his unique response to the market. The age-old institution of trading is well described.

SHAPIRO, H. L. Mystery Island of the Pacific (*Nat. Hist.*, May 1935, p. 365-377, illus.).

Overview of the discovery of Easter Island and its subsequent history. The meaning of the traditional egg races is discussed. Pictures include a view of the island, some of the inhabitants, wood carving, a wooden tablet covered with undeciphered script, some of the archaic images. Curriculum value for elementary school: knowledge that Easter Island is an island possession of Chile and in a strategic location for a possible naval base.

SHIPPEE, ROBERT. The "Great Wall of Peru" and Other Aerial Photographic Studies by the Shippee-Johnson Peruvian Expedition (*Geog. Rev.*, January 1932, p. 1-29).

Twenty-eight photographs and an outline map of the area photographed help teachers to visualize the region and better understand Andean life. For teachers of Junior High School.

South American Homes (*House and Garden*, May 1941, p. 27, illus.).

Brief general reference for teachers. Arts, crafts, decoration and mode of living in Latin America are here classified as primitive, colonial, modern. The influence of each period as reflected in current life is contrasted with similar period in the United States. Several modern homes in the vicinity of Rio de Janeiro are illustrated, showing architectural details and furnishings.

TAUSSIG, WILLIAM CHARLES. The Caribbean (*Survey Graphic*, March 1941, 5 p., illus.).

It has been said that the relation of the Caribbean to the history of man in the western hemisphere corresponds in significance to that of the Mediterranean in the old world. This article gives the reader a concept of the extent and character of the lands of the Caribbean rim and raises questions concerning the role of these lands in the present world crisis. Social studies material.

The Widest Avenue in the World (*Bull. Pan Amer. Union*, January 1938, p. 38-39, illus.).

Good photograph of the Avenida Nueve de Julio in Buenos Aires, the widest street in the world (460 feet from side to side). The five traffic lanes are separated by grass plots and lines of trees, and the avenue is further beautified by fountains. A plan-drawing shows an underground parking space.

UGARTE B., ROGELIO. Santiago through Four Centuries (*Bull. Pan Amer. Union*, April 1941, p. 235-245).

In February 1941 the 400th anniversary of the founding of Santiago by Pedro de Valdivia was celebrated. The author traces the history of the city through the colonial and independence periods and describes the progressive modern city. There are 9 excellent photographs.

WILLIAMS, MAYNARD OWEN. Buenos Aires: Queen of the River of Silver (*Natl. Geog.*, November 1939, p. 561-600, illus.).

Content material, upper elementary grades. Pictures of interest for classes. See Junior High School list.

WEIBEL, LEO. White Settlement in Costa Rica. (*Geog. Rev.*, October 1939, p. 529-560, illus.).

How Costa Rica, a tropical land, has been successfully colonized by a preponderantly white population. The author discusses land holding, the geographical distribution of whites, etc. The photographs show houses typical of the tropical Caribbean area, the mission church in Crosi, a street scene and a dairy farm at Turrialba, homesteads in the midst of coffee farms—intimate pictures of human adaptation to environment. The author states that racial, economic, and social solidarity has given the country its relatively peaceful political development, its economic progress, and its intellectual life. 8 maps, 22 photographs.

WILSON, CHARLES MORROW. Panama: Keystone of Hemisphere Defense (*Travel*, February 1941, p. 23-27, illus.).

Includes colorful material on life and the modern scene, some history. Rich in factual material and curriculum suggestions for the elementary teacher. Pictures include a pet *coati* and a sloth, as well as a dugout used by the San Blas Indians.

KEY TO ABBREVIATIONS

Bull. Pan Amer. Union.....	Bulletin of the Pan American Union.
Chr. Sci. Mon.....	Christian Science Monitor.
Geog. Rev.....	Geographical Review.
Jour. Geog.....	Journal of Geography.
Jr. Nat. Hist.....	Junior Natural History.
Jr. Red Cross News.....	American Junior Red Cross News.
Jr. Schol.....	Junior Scholastic.
Natl. Geog.....	National Geographic Magazine.
Nat. Hist.....	Natural History.
Quart. Jour. Inter-Amer. Rel.....	The Quarterly Journal of Inter-American Relations.

TEACHER'S ADDITIONS

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{ Children of the Other Americas }

DANCES, SONGS, AND
FESTIVALS

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DANCES, SONGS, AND FESTIVALS

I. INTRODUCTION

Song and dance and celebration were not only amusements, they were a vital part of the Indians' religious worship. They believed their gods were pleased when they sang and danced for them. Indian children thought that their games and sports prepared them to become worthy members of their communities. In many villages, to this day, traditional dances form part of fiestas honoring the patron saint.

For the Spaniards, Portuguese, Frenchmen of colonial times, far away from their homelands, weeks and months and even years without mail, music was a necessary part of the daily and community life. Their songs and festivals formed strong trellises on which they leaned and which linked their present with their past. Slavery added an African note in certain regions.

Out of the fusion of races emerged cultural patterns from which evolved the folk songs, games and distinctive rhythms of today. There are both similarities and striking contrasts between ways of celebrating holidays in Latin America and the United States. The reversal of the seasons in the southern hemisphere plays tricks with the calendar: Christmas, for instance, falls in summer south of the equator; St. John's Day, a summer festival in Europe, as in North America, became a winter one in the southern Americas, with the bonfire, its distinguishing feature, serving as a pleasing transition.

The birth of the 20 republics gave rise to national holidays honoring Independence and those who fought for it. Songs and ballads are made to honor heroic actions today.

The heritage of the children of Latin America gives them an abundance of the sparkling rhythms, love of pageantry and sport that all children share, and dances, carnivals, fiestas, fairs and other colorful ways in which they celebrate are described in the stories listed here. The piñata, a favorite way of entertaining children in the gay patio of the Latin home, is finding a place in parties in the United States. Taking part, vicariously or actually, in the celebrations of other peoples is one of the best ways to appreciation, and for this reason some references have been listed which give specific directions for singing games, dance-steps and the making of costumes. Several music books have been listed. Scores are included in some of the descriptive articles. Radio and records will help the teacher master rhythms.

II. REFERENCES FOR THE PRIMARY GRADES

1. BOOKS

BANNON, LAURA. *Manuela's Birthday in Old Mexico*. Chicago. Albert Whitman & Co. 1939. 46 p., illus.

The birthday party which little Manuela's friends have for her forms the basis of this simple story of life in Mexico. The attractive pictures in color which illustrate the story add greatly to the value of the book and give an excellent idea of the different Mexican dolls.

BARRIS, ANNA ANDREWS. *Red Tassels for Huki in Peru*. Chicago. Albert Whitman & Co. 1939. 62 p., illus.

In this story of life among the Indians of Peru, a fiesta and a dance are described in sufficient detail for children to read and carry out. There is good information on the habits of llamas and the customs of the people. The descriptions of the interior of the home and the good pictures of the clothing of the Indians would be useful in handicraft and art classes.

DURFEE, HELEN, and JOHN McMORRIS. *Mateo and Lolita*. Boston. Houghton, Mifflin & Co. 1939. 62 p., illus.

The trip to Xochimilco, the floating gardens of Mexico, could be made the basis for a unit on these gardens where Mateo and Lolita go for a holiday. Good information on the markets, handicrafts, and on general life in Mexico is included. Simply told and illustrated with excellent photographs. Useful as a supplementary reading book.

ELIOT, FRANCES. *Pablo's Pipe*. New York. E. P. Dutton & Co. 1936. 48 p., illus.

His skill at playing a pipe gains Pablo a place with a group of traveling musicians in Mexico. Their gay adventures make an entertaining story and with the money he earns Pablo is able to buy presents for all the family, including a big hat for himself. Bright illustrations add charm to the book.

SIMON, CHARLIE. *Popo's Miracle*. New York. E. P. Dutton & Co. 1938. 223 p., illus.

There is good material on the preparations for a harvest fiesta as well as the description of the fiesta itself, a dance and the costumes worn in it. Many village customs are described together with the everyday life of the Mexican peasants and the legends of the burro of Amecameca and of San Miguel are included. The story centers around Rafael, who cares for his baby brother, and the pack of artist's materials which the burro brought. A useful book for general customs as well as for fiestas and art classes.

2. PERIODICALS AND PAMPHLETS

GOETZ, DELIA. *May Day Surprise* (*Jr. Red. Cross News*, May 1939, p. 1-3, illus.)

A little American boy living in Guatemala is invited to a May Day party along with the rest of his class and is initiated into the mystery of the piñata, a favorite form of entertainment for children in Mexico and Central America. For the children, delightful reading about customs in other lands. For the teacher, sufficiently detailed information to plan a school party featuring a piñata (the suspended jar full of goodies and decorated with bright paper, which must be broken by a blindfolded child with a stick). Christmas *piñata* is pictured on the cover of the *American Junior Red Cross News* for December 1934.

——— *A Singing Game from Guatemala* (*Story Parade*, April 1933, p. 25).

Music, words and directions for playing a simple singing game, in the gymnasium or out of doors. The circle about Doña Ana may be large or small, and teacher may take her choice of Spanish or English words. Children interested in the story of *Panchita* by the same author may learn a game Panchita knew.

GALARZA, ERNESTO. *Mexican Jingles* (*Jr. Red. Cross News*, February 1941, p. 168, illus.).

Two jingles in Spanish with English translation, one about a rattle, the other about a drum and fiddle. Accompanied by colored pictures of Mexican children with these instruments. For a rhythm band, story-telling, art.

III. REFERENCES FOR THE INTERMEDIATE GRADES

1. BOOKS

BROWN, ROSE. *Two Children of Brazil*. New York. J. B. Lippincott Co. 1940. 229 p., illus.

A carnival and a description of the costumes worn, together with a birthday party and specific directions for making the food and playing the games are included in this book. In addition, there is much information on markets, plants, insects and butterflies, as well as detailed information on coffee plantations and the steps in growing coffee. A good reference for nature study, art and social studies.

BURBANK, ADDISON. *The Cedar Deer*. New York. Coward-McCann, Inc. 1940. 156 p., illus.

This book on Guatemala contains a good chapter on the "Flying Tree Dance." There is detailed description of the preparations for the fiesta, the costumes worn by the performers, and the dance itself, in which the dancers, having attached themselves by a rope to the top of a tall pole, dive into space. Included also is much information on Indian costumes and good historical material on the Mayas and the conquest, as well as on present-day life. Good glossary of Spanish and Indian words. Excellent illustrations, some in color.

CANNON, MARIAN. *Children of the Fiery Mountain*. New York. E. P. Dutton & Co. 1940. 96 p., illus.

A Christmas fiesta on a coffee plantation adds interest to this well-told story of everyday life in Guatemala. The directions for making a *nacimiento* (model of the birth-scene at Bethlehem) could be followed by the children. A volcanic eruption adds to the action. A useful book in planning a fiesta for Christmas. Good illustrations.

GOETZ, DELIA. *Letters from Guatemala*. New World Neighbors Series. Boston. D. C. Heath Co. 1941. 56 p., illus.

Includes a description of Christmas on a plantation followed by the celebration of Three Kings' Day, when the Guatemalan children receive their presents. Also a detailed account of a party where the children have a *piñata*, the decorated clay jar filled with toys which is a characteristic part of children's parties in Guatemala. The Independence Day celebration and visits to banana and coffee plantations are also described. Illustrated in color.

PURNELL, IDELLA, and JOHN WEATHERWAX. *The Talking bird: An Aztec Story book*. New York. The Macmillan Co. 1930. 95 p., illus.

Fairy tales and legends of the Aztecs which Paco's grandfather told to him. Each story is prefaced by an incident of modern times in Mexico and include descriptions of market days, a fiesta, a Christmas celebration, a picnic, and Independence Day. The description of the *posadas* in the Christmas play is so detailed that children could carry out the customs in a Christmas play at school. The striking black and white illustrations add much to the stories.

RICHARDS, IRMAGARDE, and ELENA LANDÁZURI. *Children of Mexico: Their Land and Its Story*. San Francisco. Harr Wagner Publishing Co. 1935. 323 p., illus.

The fiesta held on a *hacienda* (plantation) on grandfather's birthday and the day of San Isidro, saint of the farmers, is described in simple language. The preparations for the fiesta are described and a charming legend of San Isidro is told. The procession of the beasts of the *hacienda* is of particular interest and making the animals for such a procession would make an excellent unit for classes in handicraft.

STEEN, ELIZABETH K. *Red Jungle Boy*. New York. Harcourt, Brace & Co. 1937. 80 p., illus.

The games and a dance of the Carajá Indians of Brazil is included in this well-written account of everyday life among this tribe. In addition there is information on the Indians' food, their dress, their fishing and hunting expeditions and adventures in the jungle. Striking illustrations in color supplement the text.

STOKER, CATHARINE ULMER. *Little Daughter of Mexico*. Dallas. Dealy and Lowe. 1937. 314 p., illus.

The Independence Day celebration and a birthday party, beginning with the morning serenade (*Las Mañanitas*) and ending with the breaking of a *piñata* (decorated pottery jar filled with sweets and toys). Christmas festivities are also described, including the *posadas* which commemorate the journey of Joseph and Mary from inn to inn at Bethlehem. Good information on the markets and the handicrafts of the country are included, as is also the legend of the Virgin of Guadalupe.

TARSHIS, ELIZABETH KENT. *The Village that Learned to Read*. Boston. Houghton, Mifflin Co. 1941. 158 p., illus.

A delightful, well-written story which includes a fiesta in the village and many amusing incidents centering on the devices the children use to get Pedro to take an interest in school. Much interesting material on Mexican life is included, and the 60 pen and ink sketches have life and gayety.

THOMAS, MARGARET LORING. *Carmelita Sings*. New York. Abingdon Press. 1935. 112 p., illus.

The story of a little girl of Bolivia who loves music more than anything else and her adventures at a fiesta, when she runs away from home, goes to the country, and attends a movie. There is also good material on the costumes, handicrafts and the life of the people which would be useful to classes in social studies and art.

WINSLOW, ANNA. *Out Little Chilean Cousin*. Boston. L. C. Page & Co. 1928. 140 p., illus.

The dances, games, Christmas and Independence Day celebrations of Chile are described in this book on life in Chile. It is also a good source for other information on ranch life, the mining and lake regions the Araucanian Indians and Chile's national hero, O'Higgins.

2. PERIODICALS AND PAMPHLETS

CLARK, KENNETH S. *The Everybody Sing Book*. Pamphlet. New York. Paull-Pioneer Music Corp. 1935.

Contains standard favorites in English; also "Cielito Lindo", "La Cucaracha," etc.

CUGAT, XAVIER. *The Other Americas*. Pamphlet. New York. Edward B. Marks Music Corp. 1938. 64 p., illus.

Songs the children can sing, accompanied by notes and cartoons containing much information on national dances and music of various Latin-American countries.

DON DEMÓFILO. *Riddles from Spanish America* (*Story Parade*, April 1939, p. 46-47).

Five amusing riddles with their answers in a story setting for little children.

LEDIG, ELIAZBETH LINEBACK. *Carnival Day in the Andes* (*Jr. Red Cross News*, April 1938, p. 3-6, story, illus.).

Complete description of a festival and procession with floats featuring the Indian traditions of Peru. Told from the point of view of two Indian village children whose Spanish godmother is Beauty Queen of the carnival, the presentation as well as the content will be enjoyed by children.

A Letter from Mexico (*Jr. Red Cross News*, February 1941, p. 167, illus.).

A description of the *Jarabe Tapatío* (Ha-rah-be ta-pa-tee-o), the Mexican national dance. Part of a letter written to friends in the United States by a little American girl living with her parents in a mining camp in the State of San Luis Potosí. Children can practice what they learn about the steps and plan costumes from the illustrations and description. One picture shows the girl in her full-skirted *china poblana* (chee-nah poh-blah-nah) costume, named for the Chinese girl of Puebla who first designed it; the other, her traditional partner the *charro* (chah-roh), the dashing horseman in his tight braided trousers.

IV. REFERENCES FOR THE JUNIOR HIGH SCHOOL

1. BOOKS

HOLTON, PRISCILLA. Chuck Martínez. New York. Longmans, Green & Co. 1940. 312 p., illus.

A dance described in Chapter VIII of this book might be used for a school fiesta and the Mexican Independence is briefly described as well. An athletic meet and a country fiesta is included along with a good deal of information on everyday life of a group of Mexican schoolboys.

MALKUS, ALIDA. The Dark Star of Itzá. New York. Harcourt, Brace & Co. 1930. 217 p., illus.

A well-written account of a Mayan festival with colorful description of the various costumes worn by the nobility, high priests, warriors and others. The book gives authentic material on the rich Mayan civilization of preconquest days and the everyday life of a lovely young Mayan princess and her friends. Good source of information for costumes and art.

PECK, ANNE MERRIMAN. Young Mexico. New York. Robert McBride & Co. 1934. 270 p., illus.

Many of the fiestas peculiar to different regions are described. Some of these could be carried out in schools in the United States. A good, detailed survey of Mexican life in city and village, among upper class and peasants. A useful book for planning a special unit on Mexico.

2. PERIODICALS AND PAMPHLETS

Christmas Observances in the Americas (*Think*, December 1938, 2 p., illus.).

Unique features of observance in Argentina, Brazil and Ecuador, Colombia, Peru, Venezuela, Mexico and Cuba. In Latin America the days between December 25th and January 6th are celebrated as one holiday season, beginning with the birth of the Christ Child and ending with the coming of the Magi or "Three Kings" on January 6th. This article describes church ceremonies, festivities inside and outside the homes, the special foods, decorations and customs of gift-giving associated with the Christmas season. For reference material; language arts, writing and dramatizing stories based on some of the colorful customs; for social studies, tracing origins of customs, and interpreting environmental differences. Some of the customs may be adapted to school parties and programs.

CLARK, KENNETH S. The Everybody Sing Book. Pamphlet. New York. Paull-Pioneer Music Corp. 1935.

Contains standard favorites in English; also "Cielito Lindo," "La Cucaracha," etc.

CUGAT, XAVIER. The Other Americas. Pamphlet. New York. Edward B. Marks Music Corp. 1938. 64 p., illus.

Notes on the national dances and music of the various Latin-American countries, and cartoons which emphasize their special character, precede the songs themselves. Characteristic dances such as the tango, *ranchera*, rumba, *maxixe*, *joropo*, are covered. The music can be arranged for orchestration.

DUCKWORTH, THOMAS. Carnaval Carioca (*Brazil Today*, December 1940, p. 10, illus.).

Description of Rio's annual carnival celebrated the Sunday, Monday and Tuesday before Ash Wednesday, its early beginnings and history to the present time. Fifteen illustrations. A distinctive feature of the Rio carnival are *sambas*, song-and-dance compositions with timely allusions that spring up for this occasion. May be compared with New Orleans' Mardi Gras. Social studies.

GALARZA, ERNESTO. Latin America Makes Music (*Jr. Red Cross Jour.*, December 1940, p. 106-108, illus.).

The article discusses Latin American music in general and traces the development of musical expression from the coming of the Spaniard to the present time. Music became an integral part of daily life in remote colonial towns and the Spanish or Portuguese forms were colored by Indian and Negro rhythms so that Latin-American music reflects the mingled strains. Instru-

ments, festivals and incidental customs are touched upon; also the work of Villa-Lobos of Brazil, an outstanding leader in music education today. Illustrations show Aztec musicians of pre-Conquest times and a Peruvian flutist. A *payadores* contest, in which one contender sings a stanza of a ballad he has composed on the spot and his rival carries on the story, would make a novel activity. Teachers will also find the article helpful for appreciation of radio programs, and general approach to the people.

HALL, ROBERT KING. Sport without Latitude (*Bull. Pan Amer. Union*, February 1938, p. 97-108, illus.).

General overview of sports in Latin America. The Latin Americans have a love for sport that transcends any obstacle and *fútbol* (soccer in the United States) is the most popular game. Bull-fighting, introduced from Spain as a sport of great color, pageantry and skill, has lost much of its glamor in the New World and Latin Americans prefer faster sports. Racing, riding, roping, polo are favorites among people always noted for horsemanship; water sports are popular. From the Basque provinces of Spain comes *jai alai* (pronounced high-align), a swift sort of "handball" played by four men using curved baskets strapped to their wrists; from Britain and France, golf and tennis. Illustrations show swimming pools, rodeo, *jai alai* court, the stadium at Mexico City, beaches, race tracks, fishing, regatta, and the ancient Ball Court at Chichen Itzá where the Mayas played a game something like basketball.

LARSEN, HELGA. The Mexican Indian Flying Pole Dance (*Natl. Geog.*, March 1937, p. 387-400, illus.).

Of those age-old rites which still survive among the Indians of remote villages in Mexico, one of the most spectacular is the strange "Sky Dance" of the "flying pole". The dancers "dive" from a tiny platform high above the ground where the dance takes place, "flying" to earth as ropes unwind. The ceremony is supposed to be intimately connected with the Indian calendar. The *voladores* (flyers) wear bright red costumes and two bandannas crossed at the back to give the effect of wings.

MOORE, ROBERT W. Carioca Carnival (*Natl. Geog.*, September 1939, p. 283-324, color plates).

A section of 34 excellent natural color photographs which supplements Mr. Moore's article entitled "Rio Panorama", p. 283-324. The photographs show pre-Lenten street scenes with merry-makers of all ages in improvised costumes, groups of Cariocas (people of Rio), fashionable residential sections, beach scenes, views of the harbor and surrounding country.

V. REFERENCES FOR THE TEACHER

1. BOOKS

BERRIEN, WILLIAM. Some Considerations Regarding Contemporary Latin American Music in *Concerning Latin American Culture*, p. 151-177. New York. Columbia University Press. 1940. 232 p.

A detailed, technical discussion of the various types of Latin American music, the work of some of the composers—Carlos Chávez, Heitor Villa-Lobos, Domingo Santa Cruz, Juan Carlos Paz and others—and the place of music in Pan Americanism.

BURBANK, ADDISON. Guatemala Profile. New York. Coward-McCann, Inc. 1939. 359 p., illus.

One of the festivals of the Guatemalan Indians, the Fiesta of Tzizolá, is described in detail in Chapter XXIII (p. 185-191) of this book. The costumes of the people taking part in the festival, the formation of the procession, the musical accompaniment of the *chirimía* (characteristic instrument) and drums and never-ending noise of the exploding fireworks are presented in colorful word pictures, as is also the author's unsuccessful attempt to obtain an explanation of the meaning of the celebration.

COURLANDER, HAROLD. Haiti Singing. Chapel Hill. The University of North Carolina Press. 1939. 273 p., illus.

A well written, informative book on the music of the Haitians, the story of their songs and what their music means to them. Creole words and the English translation of 185 folk-songs are included as well as detailed descriptions

of many dances and fiestas. The introductory chapters give an excellent summary of the background of social traditions in Haiti. Twenty-six excellent photographs and drawings supplement the text, including dancers, festivals and many of the musical instruments.

FERGUSON, ERNA. *Fiesta in Mexico*. New York. Alfred A. Knopf. 1934. 267 p., illus.

Thirteen fiestas in as many different villages are described in this book. They include among others, the dance of the Moors and Christians, the Flying Dance, the Festival of the Dead and the Children's Fiesta. The dances are described, together with the costumes of the dancers, and the author includes many incidents about the crowds and the preparations for the fiestas. Fourteen illustrations show dance masks, the deer dancer's headpiece, pilgrims going to Chalma, straw toys, and various other scenes in connection with festivals.

——— Guatemala. New York. Alfred A. Knopf. 1937. 320 p., illus.

The fiesta of Santo Tomás is described in Chapter IV and includes also good descriptions of the costumes worn by the Indians. Chapter XX describes some Indian dances and ancient rites, includes pictures of dancers in their costumes as well as the legend of the dance "*Los Gracejos*." In Chapter XXI, the author describes many of the customs of Holy Week—the blessing of fruits and grain and the dressing of Judas.

GARNER, BESS ADAMS. *Mexico: Notes in the Margin*. Boston. Houghton, Mifflin Co. 1937. 163 p., illus.

Gives an interesting description of *Las Posadas*, one of the Mexican Christmas celebrations which extends over a nine-day period immediately preceding Christmas. The words of the *posada* song are given but not the music. Also includes material on the shepherd plays or *coloquios* of Mexico. Illustrated with 57 excellent photographs of people, places, costumes and handicrafts of Mexico.

GIBSON, HUGH. *Rio*. New York. Doubleday, Doran & Co., Inc. 1937. 263 p., illus.

Chapter X gives an interesting, colorful account of carnival time in Rio. The author tells how the music is selected each year, describes the celebrations held in private houses and clubs and gives good details of many costumes and dances. The chapter is illustrated by two good pictures of carnival scenes.

HAGUE, ELEANOR. *Latin American Music, Past and Present*. Santa Ana, California. The Fine Arts Press. 1934. 98 p., illus.

An excellent book summarizing Latin American music from before the conquest to the present time. Chapter I discusses the influence of geography on music, the Indian cultures, their music, some of their dances and the musical instruments they had at the time of the conquest. The next section takes up the colonial period and the fusion of Spanish and Indian music, the work of the priests in instructing the Indians in music and the dramatic representations in connection with religious ceremonies. The folk-singers, the music of the gaucho and *payador* and the cries of the street vendors makes an interesting chapter as does the description of modern Indian music. The twenty-two illustrations include many of dancers, festivals, and musical instruments. Among them are the Yaqui dancers with deer-head masks, a festival in Bolivia, an All Saints' Day festival in Peru.

HANSON, EARL P. *Chile: Land of Progress*. New York. Reynal & Hitchcock. 1941. 128 p., illus.

Chapter IV (p. 71–91) describes in detail the *cueca*, a Chilean folk dance. The origin of the folk songs is discussed as well as the musical instruments of Chile. The rodeo and a fiesta are briefly discussed as well as Chilean culture in general.

HERRING, HUBERT, and HERBERT WEINSTOCK, ed: *Renascent Mexico*. New York. Covici Friede. 1935. 322 p.

Papers on the dance, music, and art read before the Mexican Seminar of the Committee on Cultural Relations with Latin America are included in this book (p. 179–233). Frances Toor discusses the Mexican folk dances and their place in the life of the present-day Indian, then describes in detail several of the popular dances of Mexico—the *jarabe* of both village and city, including the words of the songs often sung at the dance, the *huapango* which is danced in the state of Veracruz, the *canacuas* of Michoacán and the *sandunga*. With each of

the dances above mentioned the author gives a great deal of detailed information on the performance, the costume, origin of the dance; and the music.

Carlos Chávez, well-known Mexican composer, discusses Mexican music, tracing it from the Aztecs to the present and considering its possible development in the future. Of particular interest is the description of the musical instruments used by the Aztecs, the composition of songs and music for special festivals, and some of the dances.

The fiesta as a work of art is discussed by René d'Harnoncourt, and detailed and dramatic accounts of several fiestas in various parts of Mexico are given, including descriptions of the costumes, the crowds, the processions, and many of the interesting legends on which the festivals are based.

KELSEY, VERA, and LILLY DE JONGH-OSBORNE. *Four keys to Guatemala*. New York. Funk & Wagnalls Co. 1939. 332 pp., illus.

Ceremonies, festivals, pilgrimages, fairs, markets, and dances are described in Chapters IV, VIII, and XX of this book. Ancient Indian ceremonial rites, religious holidays, and seasonal festivals are also discussed. The Ceremony of the Eight Monkeys, Fiesta de la Cruz, Holy Wheel, ceremonies of the corn, pilgrimage to the Virgin of Candelaria are among these described. Many dances are included, with details of their performance, costumes, and music. The sports and recreations of Guatemala are described in Chapter XX. Photographs of dancers and musicians on p. 120-121.

MCNEIL, BLANCH and EDNA. *First Foods of America*. New York. Sutton-house Ltd. 1936.

The book contains the words and music of a number of Mexican songs about food. Among them are the song of the pumpkin, the cinnamon tree, the peach, and *el atole*, a gruel made of corn.

SCHWENDENER, NORMA and AVERIL TIBBELS. *Legends and Dances of Old Mexico*. New York. A. S. Barnes & Co. 1934. 111 pp., illus.

The book describes in detail 12 dances of Mexico. Each dance has a brief introduction giving its origin, a description of the costumes, detailed directions for performing the dance as well as the music for the accompaniment. Legends in connection with some of the dances are of particular interest, as for instance the legend of the Dance of the Virgin and the Beasts. Another dance, called The Little Indians, resembles the English maypole dance. The illustrations show some of the dancers, and these would be helpful in making the costumes.

SPICER, DOROTHY GLADYS. *The Book of Festivals*. New York. The Woman's press. 1937. 429 pp.

Many of the festivals of Mexico are described in this book, together with the *posadas*, the nine-day celebration just preceding Christmas, the Day of the Three Kings, Saint John's Day, the Day of the Dead, the celebration of our Lady of Guadalupe, Mexico's patron saint. Many other less known festivals are also included.

2. PERIODICALS AND PAMPHLETS

BAIROS, PEGGY. *Mexican Holiday* (Pan-Pacific, April-June 1940, p. 35-37, illus.).

Article written in popular style, describes a bull fight and the Festival of the Dead. Listed particularly for classroom value of the very clear photographs showing an ornate carved doorway, a street scene in Ixhauctyle, Mount Ixtaccihuatl (the Sleeping Woman) and Mount Popocatepetl (the Smoking Mountain).

BARRY, M. ELIZABETH. *How our South American Neighbors Celebrate Holidays during September* (*School Management*, September 1941, p. 8-9.).

Condensed information on the holidays which commemorate the struggle for Independence of several Latin American republics, and on the social nature of age-old markets. Useful as reference material in social studies.

BOTSFORD, FLORENCE HUDSON. *Songs of the Americas*. New York. G. Schirmer, Inc. 1930. 106 pp.

Recommended for a few selections suitable for primary. "The Bull and the Cowboy," "The Peacock," "The Poll-Parrot," "To Jerez We Will Go" have interest for action games.

BREWSTER, MELA SEDILLO. Mexican and New Mexican Folkdances. Albuquerque. University of New Mexico Press. 1938. 47 pp., drawings, musical scores.

Attractively styled pamphlet assembling musical notations, dance directions and patterns for the costumes used in a number of Mexican folkdances such as the *jarabe tapatío* and *sandunga*, and New Mexican popular dances such as *la varsoviana* and *la vaquerita*, together with material on the background of tradition and history. Calls attention to the existence of Spanish-American culture within the borders of the United States; useful in social studies as transitional material to study of Latin America. Prepared especially to meet the needs of teachers interested in staging fiestas.

BUCHANAN, FANNIE R. Musical Moments from Latin America. Pamphlet. Extension Service, Iowa State College of Agriculture and Mechanic Arts.

This pamphlet, organized in seven lessons, was prepared for Iowa Home project and 4-H Clubs but many other groups of various ages will find it useful. Persuasively presented background material on twelve different songs with dance steps and rhythmic accompaniment, suggestions for fiestas. Two of the songs are given, the others have been published or recorded commercially. The teacher will find it adaptable for class or club.

The Carnegie Institution of Washington. Maize Cultivation in Northwestern Guatemala. Contributions to American Anthropology and History, vol. 6, no. 33. Washington. 1940.

This study based on data collected in the field by Raymond Sladelman, was made for the purpose of better understanding the role of maize in the economy of pre-Columbian peoples of the Maya area, through observation of its present day role in the economy and culture of the area. The section on magico-religious rites connected with the cultivation of maize will deeply interest the teacher for its interpretation of present-day festivals mentioned in some of the children's books.

The Chilean Cueca (*Bull. Pan Amer. Union*, November 1939, p. 654, photograph).

Charming photograph showing steps of the Chilean *cueca*, a dance popular nearly a hundred years ago.

Christmas Observances in the Americas (*Think*, December 1938, 2 p., illus.).

See Junior High School listing. Content interest and activity suggestions apply also to elementary.

CLARK, KENNETH S. The Everybody Sing Book. New York. Paull-Pioneer Music Corp. 1935.

Contains standard favorites in English, "Cielito Lindo," "La Cucaracha," etc.

CUGAT, XAVIER. The Other Americas. Pamphlet. New York. Edward B. Marks Music Corp. 1938. 64 p., illus.

See Junior High School listing of this useful reference.

DUCKWORTH, THOMAS. Carnaval Carioca (*Brazil Today*, December 1940, p. 10 illus.).

See Junior High School listing. Pictures and content interest for elementary grades. Festivals in other lands.

EDWARDS, AGUSTÍN R. The Ski Fields of Chile (*Bull. Pan Amer. Union*, February 1938, p. 81-87, illus.).

Ski areas of Chile and suggestions as to equipment visitors will need, with fine illustrations of El Tronador, Mt. Osorno, Farellones, ski fields near Santiago and general mountain scenes.

Festivals of Friendship (*Bull. Pan. Amer. Union*, September 1941, p. 529-537, illus.).

Pan American Day (April 14) 1941 was celebrated from Greenfield, Iowa to Santiago de Chile—in Mexico City, Panama, La Paz, Quito, Montevideo, Rio de Janeiro, and Itagassú, to mention some of the places in countries south. Pageants, festivals, parties, contests, radio broadcasts, and dedication ceremonies took place. Presidents, diplomats, and distinguished figures such as Gabriela Mistral the Chilean poet, societies and clubs with cultural aims, schools and businessmen took part. Interesting especially to teachers who are planning festivals.

Folk Dances of Spanish America (*Bull. Pan Amer. Union*, November 1939, p. 652-658, illus.).

Dances that have developed in Argentina, Chile, Colombia, Cuba, Panama, Peru, Mexico are explained. For example, cattle-raising people isolated in the middle of the pampa, know the strategic and friendly virtues of the circle, the ring, and the *pericón*, a rural dance accompanied by words as well as music has been interpreted as a symbol of tribal spirit. It is native to the pampas of both Argentina and Uruguay. The Chilean *cueca*, the Peruvian *marinera*, the *sanjuanito* of Ecuador, the *bambuco* of Colombia, the *tamborito* of Panama, the Cuban *son*, and the Mexican *jarabe tapatío* are likewise described. Bits of music accompany the text, also interesting illustrations. Useful for a general idea of the steps as well as for appreciation and interpretation.

GALARZA, ERNESTO. Latin America Makes Music (*Jr. Red Cross Jour.*, December 1940, p. 106-108, illus.).

Excellent overview (see Junior High School listing) with content interest for elementary grades.

GARVIN, HELEN. Fun and Festival from Latin America. Friendship Press. 150 5th Avenue, New York. 1935. 25¢.

Pamphlet offering vivid glimpses of Latin-American festivals, of especial value to the elementary teacher who wishes to dramatize customs. Sketches events commemorated by various patriotic and religious holidays and customs associated with each. Contains several songs with simple notation, two playlets, and recipes for typical dishes. Compact, comprehensive so far as it attempts to go.

GRUENINGER, WALTER F. Musical Introduction to Latin America (*Parents' Mag.*, October 1941, 6 p.).

The author states that no fewer than 209 different Latin American musical forms have been recorded and proceeds to recommend a number of records which according to his experience children enjoy. Valuable information concerning the music characteristic of several countries.

HALL, ROBERT KING. Sport without Latitude (*Bull. Pan Amer. Union*, February 1938, p. 97-108, illus.).

See Junior High School listing. Content interest for elementary grades.

HEIM, H. E. Pan American Day (*Hispania*, February 1941, p. 116-123).

A guide for teachers who desire to celebrate Pan American Day. Suggestions for assembly programs, for classroom use, and for extracurricular activities in grades 6B through the Junior High School are given. Good bibliography for books, periodicals, lantern slides, etc.

HERNANDEZ, FRANCISCO. Fiestas in Peru (*Bull. Pan Amer. Union*, November 1939, illus.).

Three festivals and the market of Huancayo, a Sunday fair that dates from very early times, are described in this article, which will be useful for curriculum materials at all teaching levels. Illustrations showing costumes. The Fiesta de Amancaes is the St. John's Day celebration which takes its distinctive name from the yellow flowers which cover the plain outside the city where the celebration is held. Indian dances and music characterize this traditional festival which has been officially proclaimed the "Day of the Indian." The feast of the Cross (May 3rd) replaced the Inca "Aymuray" (harvest month) celebration. The newly established festival of the Vintage is much like apple-blossom festivals in apple-growing localities of the United States. Teachers directing the construction of musical instruments will be interested in illustration of Ecuadorean musician with pan-pipes made of reeds. Scenes from the market at Huancayo could be reproduced in painting or diorama.

MERCHANT, ANYDA. Midwinter's Eve in Brazil (*Bull. Pan Amer. Union*, February 1932, p. 103-104).

Account of Brazilian midwinter festival suitable for teacher to tell and class to illustrate. St. John's Eve, a midsummer festival in Europe, became a midwinter festival in Brazil. Its occurrence at the coldest part of the year in Brazil is significant because fire is the outstanding feature in this celebration. There is a folk tale associated with the feast which claims that St. Elizabeth used a pole with a fire at its base to announce the birth of St. John to her cousin the Virgin Mary. Now, before the feast day long poles with banners

or figures of St. John at the top are set up in gardens and in front of houses to indicate that there will be a celebration. The teacher will find this reference one that may be enlarged and extended. In Language Arts: Bible stories of St. John; conversation, story telling, and story writing. Social studies: Man continually makes adaptations to changing conditions. Art: painting of bonfire scenes and street venders with their wares.

LABASTILLE, IRMA. *Canciones Típicas*. New York. Silver Burdett Co. 1941. 48 p., illus.

Contains the words and scores of 19 characteristic Latin American songs. Valuable explanations concerning each one of them. Illustrations show typical musical instruments.

——— Under the Southern Stars: A Latin American Fiesta. New York. Silver Burdett Co. 1941. 18 p.

Contains directions for costuming, music, dances to be used in connection with the fiesta, also information as to sources of photographs.

MÉRIDA, CARLOS. Pre-Hispanic Dance and Theatre (*Theatre Arts Monthly*, August 1938, p. 561-569, illus.).

An admirable article on the traditional dances of Mexico, most of which are ritual and may be seen only on festal days. The Spanish influence is hardly perceptible in some of them. Photographs of dancers, showing costumes and masks; remarkable drawings by the author give an excellent idea of the rhythm of some of the most unusual dances and the characteristic accessories worn by the performers. Mérida believes that it will be possible to create a Mexican theatre just as it was possible to create Mexican painting.

MOORE, ROBERT W. Carioca Carnival (*Natl. Geog.*, September 1939, p. 283-324, color plates).

Thirty-four pictures on interest at all age levels, with content material as noted in Junior High School listing.

National Anthems of the Countries of North, Central, and South America. Chicago. Clayton F. Summy Co. 1935. 72 p.—\$1.00.

Twenty-two anthems, arranged and edited for voice and piano by Ernesto Murillo; for teacher at all levels. Each anthem is in accordance with the official version as legally adopted and endorsed by its respective government, and the music in each case has been so arranged that it may be played either as a piano solo or as an accompaniment to the singing. Includes Canada's. Pamphlet containing English words for Latin American anthems, and published by the same company, sells for 25¢.

NEWHALL, BEATRICE. Eight Independence Days (*Bull. Pan Amer. Union*, September 1934, p. 672-674).

Eight of the American republics celebrate independence days in September: Brazil, Chile, Mexico, and the five Central American republics—Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua. This article sketches briefly the conditions which led to the declarations of independence and the manner in which liberty was achieved as well as the ceremonies which mark observance of these holidays. Social studies material above fourth grade level to be extended and developed by teacher.

OVERBECK, ALICIA O'REARDON. Bolivia, Land of Fiestas (*Natl. Geog.*, November 1934, p. 645-660, illus.).

For teachers of junior high school (no reference to child life). For six years the author made her home in a tin mining camp 12,000 feet above the sea and observed the fiesta customs through which Indian laborers found beauty and expression in that bleak environment. Costumes and customs recall ancient pagan rites curiously combined with Christian ritual. The 15 illustrations feature costumes and show community groups and the location of the mining camp. An outline map completes the picture.

Pages from the Codex Borbonicus (*Theatre Arts Monthly*, August 1938, p. 622, illus.).

One of the two illustrations reproduced from the Codex Borbonicus in black and white shows a children's festival dance around a pole decorated with pennants and offerings. This will be of special interest as there are a few action pictures of Indian children.

Pan American Union. Partial List of Latin American Music Obtainable in the United States. Pan Amer. Union Music Series, No. 1, March 1941. 25¢.

Mimeographed pamphlet compiled by Gilbert Chase, listing all types of music—orchestra, band, chamber music, violin, piano; songs with piano accompaniment, and choruses are listed.

Popular Music in Brazil (*Think*, April 1940, p. 39).

Out of the fusion of Indian, Negro, Portuguese came the distinctive popular music of Brazil: the Indian marked by strange melody and recitative chant, the Negro by a highly developed sense of rhythm. The teacher will find this article helpful in appreciation of Brazilian music and in understanding of the Brazilian people.

REYNOLDS, DOROTHY. Rockets, Flutes, and Marching Saints (*Bull. Pan Amer. Union*. July 1941, illus.).

Recommended for detailed description of costumes and ceremonies celebrating the days set aside to honor patron saints. Little of the social significance or aesthetic value to the participants is noted.

SEDGWICK, RUTH. Christmas in Andacollo (*Bull. Pan Amer. Union*, December 1935, p. 910-916, illus.).

Account of the annual pilgrimage to honor the Virgin of Andacollo in northern Chile, with description of the semitropical region. The legend of the Indian woodcutter finding the statue of the Virgin is related; and the ceremonies associated with the sanctuary are described.

SMITH, CARLETON SPRAGUE. The Song Makers (*Survey Graphic*, March 1941, p. 179-183, illus.).

The Chief of the Music Division of the New York Public Library gives a general account not only of Latin American music, but also of the fields of plastic and graphic arts, the stage, movies, radio, and press. The result is a unified feeling of the "here and now" of Latin America as expressed by Latin Americans through the most spontaneous forms. Photographs show composers, painters, and paintings.

Some Folk Songs and Stories of the Americas (*Bull. Pan Amer. Union*, February 1937, p. 133-200.).

A section in the Pan American Day Number for 1937. Each of the twenty countries is represented by stories, music, or games. Material on primitive lore of original inhabitants, influence of European colonization, present day customs, folk wisdom common to all races and ages is all within the appreciation range of elementary children. There are two pages of pronouncing vocabulary covering proper names found in the stories and songs, a page of music for the popular Mexican dance the *jarabe tapatío* and one for *Las mañanitas costeñas*, an early morning serenade to greet one on his saint's day. Five games from Cuba: Tin Can, The Excited Burro, Police and Robbers, the Seven Burros, and Tennis, may be played from the descriptions given.

TERCERO, JOSÉ. Christmas in Mexico (*Bull. Pan Amer. Union*, December 1931, p. 1232-1236).

In Mexico the Christmas season begins the night of December 16th. For nine days the efforts of the Virgin and St. Joseph to find shelter in Bethlehem are commemorated by the *Posadas*, a celebration partly religious and partly non-religious (*posada* is the word for *inn*). There is a page of music used in the religious celebration, simple enough for the teacher without special musical training and a dialogue between the pilgrims and innkeepers in fourteen stanzas. The decoration of house and patio is described and typical festivities, including the *piñata*, the suspended jar of goodies, hidden in paper, which a blind folded child must break. Special *puestos* (stands) spring up overnight in a kind of Christmas fair. Suggested: Christmas programs, building and decorating *puestos*, decorating and breaking a *piñata*, and visits where possible to actual festivities. The *Posadas* are celebrated very beautifully in various centers of Mexican population in the United States, notably Kansas City.

Think magazine. Pan American Union Number, April 1940, illus.

This special number of *Think*, commemorating the Golden Anniversary of the Pan American Union, contains the following articles: "Gaucho Dramas," "Popular Music in Brazil," and "Brazilian Literature" which will give the teacher some teaching material and interesting background.

TIGRE, HEITOR BASTOS. Carnival in Brazil (*Bull. Pan Amer. Union*, November 1939, p. 649-651).

A brief account of the origin and development of the pre-Lenten carnival, too condensed for children, but which the teacher can interpret and extend. Originally aristocratic, the Rio carnival has gradually changed into a people's holiday, notable especially for the popular songs which are sung by the good-humored costumed throngs. Music, but not words, for the carnival song "Rio, the Marvelous City" is given. If only one reference can be obtained, this one is recommended as a source of informational material. Story telling and lesson planning for elementary teacher: Momus, the monarch of merry-making, as subject for creative art.

VIDELA-RIVERA, C. J. A Few Words on Argentine Music (*Bull. Pan Amer. Union*, October 1933, p. 795-800, illus.).

Historical background of Argentine dances of interest to the teacher of dancing at all levels and to the teacher of social studies at junior high school level. Illustrations show period costumes. Argentine dances reflect the sadness and violence that constitute the background of the gaucho's life. The development of the dance parallels changing political and economic conditions. The *fandango*, *malambo*, *gato*, *guella*, *pericón*, *cielito*, *zamba*, *ranchera*, *chacarera*, *chacayalera* and the tango are traced to their origin. The haunting tango received admission to polite society only after the World War.

WILLIAMS, MAYNARD OWEN. Buenos Aires: Queen of the River of Silver (*Natl. Geog.*, November 1939, p. 561-601, illus.).

Includes material on the tango (p. 585-586) of interest for interpretation; no description of dance is given. The author states that the style of the dance was fashioned by gaucho boots, and did not win the approval of Argentine society until the French had taken it up.

ZANZIG, AUGUSTUS D. Music's Good Neighborliness in the Americas (*Recreation*, April 1941, p. 3-10, illus.).

The article deals with a conference held in Washington in October 1939 at the invitation of Secretary Hull which brought together outstanding leaders in music education and recreation to discuss inter-American relations in the field of music. Some of the developments growing out of this conference are listed and explained. Good suggestions for singing, dancing, and other activities.

——— Singing America. Compiled, arranged and edited for the National Recreation Assn. Boston. C. C. Birchard & Co.

Collection of 120 songs and choruses, published in a vocal edition (1940) and with piano accompaniments (1941). Contains 14 folk songs of Argentina, Bolivia, Brazil, Chile, Cuba, Ecuador, Mexico, Peru, and Puerto Rico with original texts and English translations, also a guide to Spanish pronunciation; also 4 Canadian songs, 35 distinctively United States songs and nearly as many songs which are taking root along with the people who have come to the New World in recent years. For music classes, auditorium, chorus groups.

KEY TO ABBREVIATIONS

Bull. Pan Amer. Union		Bulletin of the Pan American Union
Jr. Red Cross Jour		Junior Red Cross Journal
Jr. Red Cross News		American Junior Red Cross News
Natl. Geog.		National Geographic Magazine

TEACHER'S ADDITIONS

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{ Children of the Other Americas }

ARTS AND HANDICRAFTS

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ARTS AND HANDICRAFTS

I. INTRODUCTION

Many of our Latin American neighbors are known to us by their colorful handicrafts. For hundreds of years, long before Columbus touched shore in the New World, skilled craftsmen in the Americas wrought beautiful things. The sure touch of the potter, the skilled fingers of the weaver and the deft, patient hands of the carver have left a record of their culture. Then as now the craftsman combined beauty and utility. The exquisite work from loom and clay, from metal and wood found in museums today were likely reserved for ceremonial use. Scarcely less beautiful, however, were the things made for everyday use.

Although the encroachment of a modern world is reflected in some of the handicraft, there still are and will continue to be fine crafts from the hands of the craftsmen who with infinite patience and skill work for the joy of making a beautiful thing.

Some references to modern painting and to recent trends in Latin American art as well as to a few pictures by Latin American artists reproduced in magazines have been listed. Several art and handicraft projects worked out in various schools in the United States have been included. Art is an extension of daily life, and so far as possible references were selected which not only describe the various handicrafts but tell something of the craftsman, his home, his tools and his materials, which like the inspiration for his designs, come from his surroundings. Children will delight in imitating the experiences of the children in the stories. And in molding a pottery bowl, weaving a belt or carving mask or tray they will increase their appreciation of the craft and develop greater understanding of the children of Latin America.

II. REFERENCES FOR THE PRIMARY GRADES

1. BOOKS

BANNON, LAURA. *Manuela's Birthday in Old Mexico*. Chicago. Albert Whitman & Co. 1939. 46 p., illus.

The detailed description of how Manuela's friends make a doll for her birthday will help children who read the book to make one for themselves. Attractive illustrations in color include different Mexican dolls which children would enjoy making. Well told story, simple language. Excellent for doll project.

BARRIS, ANNA ANDREWS. *Red Tassels for Huki in Peru*. Chicago. Albert Whitman & Co. 1939. 62 p., illus.

The description of the interior of a home and the good pictures of Indian costumes in this story about a llama who ran away, would be useful in art classes and handicraft. Good information on llamas, on customs; detailed description of a dance, which children could read and follow.

DURFEE, HELEN, and JOHN McMORRIS. *Mateo and Lolita*. Boston. Houghton, Mifflin Co. 1939. 62 p., illus.

Of particular interest to classes in handicraft would be the information on spinning and pottery. Classes would also find interest in making a market or the floating gardens at Xochimilco which are described. In addition to the above, there is much good information on life in Mexico, told in simple language and illustrated with excellent photographs. Useful as a supplementary reading book.

GILL, RICHARD C., and HELEN HOKE. *Paco Goes to the Fair*. New York. Henry Holt & Co. 1940. 39 p., illus.

Story of a family of weavers in Ecuador. Paco gets into trouble when he uses the wrong dye, but when he finds more which turns out to be a lovely shade of red he sells the yarn and gets an unexpected trip to the fair. The excellent views of house interiors as well as the pictures of spinning and weaving could serve as a basis for projects in handicraft and art.

MORROW, ELIZABETH. *The Painted Pig*. New York. The Macmillan Co. 1930. 32 p., illus.

Pedro wanted a painted pig and, tired of waiting for the toy maker to fill his order, he tried to make one himself. The result wasn't satisfactory and at last when he had all but given up hope of ever owning a painted pig, the toy maker surprised him with a beautiful one. A book for pleasure reading and for arts and crafts. Illustrated in color.

III. REFERENCES FOR THE INTERMEDIATE GRADES

1. BOOKS

BONTEMPS, ARNA, and LANGSTON HUGHES. *Popo and Fifina*. New York. The Macmillan Co. 1932. 100 p., illus.

The everyday life of two children of Haiti. The incident of the little boy who makes a beautiful carved tray would be of interest to children in handicraft classes.

BURBANK, ADDISON. *The Cedar Deer*. New York. Coward-McCann, Inc. 1940. 156 p., illus.

The story of a little Indian boy of Guatemala who carves a deer from wood with such skill that it is worthy to be a gift for the President. The description of the many different costumes of the Indian tribes, together with information on the fiestas would be of particular interest to classes in handicraft. History, legends, as well as information on present-day life make this a useful reference.

Some of the illustrations are in color. Glossary of Spanish, Indian words.

CANNON, MARIAN. *Children of the Fiery Mountain*. New York. E. P. Dutton & Co. 1940. 96 p., illus.

A well-told story of everyday life on a coffee plantation in Guatemala. There is good action, including a volcanic eruption. Useful for handicraft because directions are given for making a *nacimiento* (model of the birth-scene at Bethlehem). For a Christmas project.

COATSWORTH, ELIZABETH. *The Boy With the Parrot*. New York. The Macmillan Co. 1930. 101 p., illus.

Adventures of a village boy in Guatemala who starts out with a peddler's pack. In Antigua he tries his hand at making a whistle of clay, and delights the toymaker with his skill. Told with understanding. Some history is introduced.

GOETZ, DELIA. *Letters from Guatemala*. New World Neighbors Series. Boston. D. C. Heath Co. 1941. 56 p., illus.

Letters which a young American boy visiting in Guatemala writes back to his friend. Of particular interest in this section is his visit to the potter's and to a weaving village. He also tells of his visits on banana and coffee plantations, and of life in a Guatemalan school and the Christmas and Independence Day celebrations. Illustrated in color.

——— *Panchita: A Little Girl of Guatemala*. New York. Harcourt, Brace & Co. 1941. 180 p., illus.

Six-year old Panchita could not sit still to make pottery to sell at market, as her family always had, until she saw in a store window in the City a golder-

haired doll. Then she determined to make a tea set, the most difficult thing of all, to earn money with which to buy "Little Princess." How Panchita made the tea set but nearly lost "Little Princess," how her mother and father and wise grandmother looked on her venture, all the details of life in the little pink house are skillfully set forth. There is much information on pottery-making, food, dress, farming and fiestas in Guatemala. The illustrations have character.

LEE, MELICENT HUMASON. *Marcos, the Mountain Boy*. Chicago. Albert Whitman & Co. 1937. 79 p., illus. in color.

The experiences of young Marcos who leaves his mountain home to go to the City. On the way he meets many people, all engaged in different occupations—a basketmaker, a carver, a potter, and a weaver. Excellent illustrations in color. Good for arts and crafts and for supplementary reading.

McCONNELL, DOROTHY F., and MARGARET E. FORSYTH. *Sugar is Sweet*. New York. Friendship Press. 1930. 122 p.

Well-told stories of Cuba, Haiti, Jamaica, and Santo Domingo. The Singing Potter is particularly good. The book also contains good suggestions for teachers in using the material in their classes.

PURNELL, IDELLA. *Pedro the Potter*. New York. Thomas Nelson & Sons. 1933. 144 p., illus.

Story of life in a Mexican potter's family. Pedro heads the family when his father is unjustly accused of a crime and is forced to hide in the ravine. Pedro finally goes to the city to assist a mural painter and himself paints a mural. Use in connection with arts and crafts.

SMITH, SUSAN. *Tranquilina's Paradise*. Minton. 1930. 42 p., illus.

The story of the little toy angel carved of wood who leads the other toys to Paradise. Their experiences there make interesting reading. Good for reading for pleasure and as an inspiration for arts and handicraft classes.

VON HAGEN, VICTOR WOLFGANG. *Riches of South America*. New World Neighbors Series. Boston. D. C. Heath & Co. 1941.

One of the New World Neighbors series containing material on tin, balsa wood, chocolate, coffee, and weaving Panama hats. The latter material could be used in handicrafts and the material on commodities in connection with social studies and nature study.

WEIL, ANN. *The Silver Fawn*. Indianapolis. Bobbs-Merrill Co. 1939. 228 p., illus.

The story of a little Mexican boy who contributes his own little silver fawn to the success of the silver shop which his American friend opens, told with charm and understanding. There is good detailed information on the everyday life and customs which could be used as a basis for units on Mexico, with emphasis on handicrafts, art, and customs.

2. PERIODICALS AND PAMPHLETS

MEAD, EDITH. *Inca Weaving* (*Story Parade*, April 1939, p. 48-50, illus.).

Industrial arts activity. The directions are so clear that children will be able to follow them without adult supervision, and in rural schools older children could help the younger ones. Belts, or even bags, shawls, caps, in Inca color and design may be woven, using ready-made looms from Woolworth's or a chalk or cheese box. Wool yarn is the material suggested, and the patterns are pictured, with parts clearly labeled.

OBERHAUSER, ANN. *An Argentine Cart* (*Jr. Arts and Activ.*, February 1941, p. 13, illus.).

A pattern-page with complete instructions for making the type of high-wheeled cart used in Argentina for travel over the pampas where wheels might sink deep in the mud in the time of rains. For dioramas or sand tables depicting life on the pampas, and for contrast with carts elsewhere.

——— *Costa Rican Oxcart* (*Jr. Arts and Activ.*, June 1941, p. 23, illus.).

A pattern for making a Costa Rican oxcart is laid out on the page much as a dress pattern might be. The parts are all labeled, dimensions given, and directions for materials and assembling step by step are given in minute detail. Children could follow the directions without adult supervision. The picture of a finished cart shows the decoration which is a characteristic feature of Costa

Rican carts. Each section of the country has a distinct style, and designs are suggested for the children to work out. Useful in a transportation unit, for community life in Costa Rica; for a diorama, for stage equipment.

Peru: Land of Weavers (*Jr. Nat. Hist.*, April 1941, p. 4-7, illus.).

Contrasts clothing of Indians of Peru with that of North American Indians, materials, preparations of yarns, looms, etc. In a land where weaving reached its highest development, tailored clothing was unknown. Nothing was cut to the shape of the body. The illustrations (7) include two designs taken from a vase made centuries ago and modern scenes of llamas weavers at loom, and Peruvian textiles of ancient design.

IV. REFERENCES FOR THE JUNIOR HIGH SCHOOL

1. BOOKS

HOLTON, PRISCILLA. Chuck Martínez. New York. Longmans, Green & Co. 1940. 312 p., illus.

Information on the everyday life of a group of Mexican schoolboys, including their athletics, a country fiesta, etc. How Chuck Martínez rescued his father, who was kidnapped by bandits. Children interested in photography and art would find much in common with Chuck who helps out the school's budget by his photographs, which he tints to order for the customers.

LIDE, ALICE ALLISON. Aztec Drums. New York. Longmans, Green & Co. 1938. 139 p., illus.

The story is laid in the home of an Aztec weaver who has just completed an exquisite robe representing a lifetime of painstaking work which he will enter in the Emperor's contest. The robe is stolen and in trying to avenge the theft, the weaver's grandson is forced to flee the city. It is while he is hiding in the jungle, homesick for the loom and the dyes of the weaver's home, that he conceives the idea of making a robe of feathers. His narrow escapes in gathering the feathers create many tense moments in the story, and his return to his grandfather's house to make the robe give many interesting details of this ancient art for which the Aztecs were famous. Good material for handicraft and art classes.

MALKUS, ALIDA SIMS. The Dark Star of Itzá. New York. Harcourt, Brace & Co. 1930. 217 p., illus.

The colorful description of the splendid cities of the Maya and the graphic details of the individual costumes of the high priests, warriors, kings and princesses would lend themselves well to art work. The book is a well told fictionalized story of the Mayan Indians with good background.

PECK, ANNE MERRIMAN. Young Mexico. New York. Robert McBride & Co. 1934. 270 p., illus.

Good, detailed survey of Mexican life in city and village, among upper class and peasants, in tropical lowlands and cold highlands. Markets, fiestas, school, work, history (in brief) are covered. Source material for art and handicrafts in descriptions of markets, fiestas and occasional explicit descriptions of the countryside.

SMITH, SUSAN. Made in Mexico. New York. Alfred A. Knopf. 1930. 81 p., illus.

Excellent material on the arts and crafts of Mexico, indicating the regions in which each is made. Also good chapters on Mexican kitchens, markets, toys and masks, all described in sufficient detail to be used in class units. In addition to material on arts and crafts, the book includes several legends concerning the Virgin of Guadalupe, the famous Talavera pottery of Puebla, also the legend of Tehuantepec and of the *China Poblana*. Good illustrations and photographs of Mexican handicrafts.

2. PERIODICALS AND PAMPHLETS

DE QUIRÓS, CESÁREO BERNALDO. The Keeper of the Harness (*Jr. Red Cross Jour.*, February 1940, color plate).

Painting by the Argentine artist Cesáreo Bernaldo de Quirós. For art appreciation, social studies.

DE QUIRÓS CESÁREO BERNALDO. Pioneer Gaucho Days (*Natl. Geog.*, October 1933, p. 453-460, 8 color plates).

Eight paintings of gaucho life depicting significant characters are here reproduced. Red was the color worn by gaucho soldiery in the civil war and is the dominant color used by the artist. Junior high school children will like especially "The Master," "The Justice of the Peace" and "The Chieftains."

GALARZA, ERNESTO. Living Art in Latin America (*Jr. Red Cross Jour.*, October 1940, p. 35-38, illus.).

Summarizes the major epochs of Indian, Hispanic and modern culture in republics to the south, and shows how art has been part of life and death to the people through all three ages. The sequence is treated as a play: In the first act, indigenous people build temples, carve statues, mold pottery, weave and paint murals of the gods they recognized. The second act is the retreat of these people, their civilization wrecked by conquerors; the conquerors trying for three hundred years to recreate in America the art of their homeland. The third act is the rise of new artists who partake of both cultures and try to tell the whole story of their people, and who do it so strikingly that the world listens. For concept and concrete detail, this is an unusually valuable single introductory reference which junior high school students can read for themselves.

LEMONS, PEDRO J. DE. Colonial Days Lived Again (*School Arts*, November 1940, p. 87-94, illus.).

The Director of the Museum of Fine Arts, Stanford University, describes in architectural detail the "House in Antigua" which the Popenoes recreated and which Louis Adamic made the subject of a reflective book. Photographs and plan drawings give a good idea of the house as it was before and after reconstruction, and a sense of the architecture of the Colonial period and the kind of life it housed which will serve as an approach to the Colonial period in other countries as well. Other articles by the same author originally published in *School Arts* may be found together with this one in a new book *Guatemala Art Crafts* described under Books.

MEAD, EDITH. Inca Weaving (*Story Parade*, April 1939, p. 48-50, illus.).

See Intermediate list.

OTTING, JR., R. H. Panama Hats in Ecuador (*Grace log*, May-June 1934, p. 479-481, illus.).

"Panama" hats are actually woven where the palmetto fiber is grown, chiefly in Ecuador, Colombia, and northern Peru. These finest woven of straw hats were discovered by the forty-niners when they returned from the gold coast of California via the sea route and overland across the isthmus. Machines have not been able to duplicate the weaver's craft, and the sensitive fibers are still meshed by hand into hats whose fineness may be judged by the number of rings. The average is from seven to ten; the finest, thirteen or slightly more. The article describes the palmetto which is the source of the fibers, steps in processing, weaving, bleaching, the workers and working conditions, cost of the hats, and their distribution.

SEARLES, RUTH. Made in the Americas (*Jr. Red Cross Jour.*, March 1941, p. 212-214, illus.).

Handicrafts of various Latin American countries in relation to economic problems caused by the war. Nicaragua specializes in embroidered goods and articles made from reptile leather; Chile is noted for hand-wrought articles in copper and silver, and distinctive woven bracelets and artificial flowers made from brilliantly dyed horsehair. Costa Rica's fancy woods, including coffee, make desk sets, powder boxes, and fruit bowls. Cuban seeds make necklaces, bracelets, rosaries. Photographs show textile, gourd, glass, gold, and silver articles. For appreciation of handicraft may suggest to the teacher experiments with materials near at hand.

Spanish Colonial Leathercraft (*School Arts*, April 1941, p. 354, illus.).

With increasing emphasis on beauty in utilitarian articles, the grace and beauty given to common things by the people of the colonial epoch has special interest. The chair and chest illustrated show the art of carved and modeled leather and the art of woodcarving. For arts and crafts, and for appreciation

SUÁREZ, ALFREDO GÁLVEZ. Guatemala Indian Mask-maker (*School Arts*, June 1941, frontispiece).

Reproduction of a water color painting of the Guatemalan artist Alfredo Gálvez Suárez. Children will enjoy the absorption of the Indian mask-maker in his work and the masks displayed in the picture. Interesting in connection with interpretation of mask-wearing by primitive people. Suggests creative activity in mask-making and in paper sculpture.

TEXADA, LEONARDO. Cacao (*Jr. Red Cross Jour.*, September 1940, front cover).

Interesting painting showing workers handling cacao pods, by Leonardo Texada, of Ecuador. For art appreciation, suggestions for original creation; as illustration of present tendency among painters in the Americas to choose autochthonous themes.

V. REFERENCES FOR THE TEACHER

1. BOOKS

BRENNER, ANITA. *Idols Behind Altars*. New York. Harcourt, Brace & Co. 1929. 359 p., illus.

The first part of this book surveys the history of Mexico, while Chapters 11-18, inclusive, are devoted to Mexican artists and their works: Mérida, Posada, Orozco, Siqueiros, Diego Rivera, Francisco Goitia, Jean Charlot are among those included. An appendix contains notes on each of the 118 illustrations included in the book. Many of the notes give bibliographical material on the artist, as well as information relating to the execution of the work portrayed.

BURBANK, ADDISON. *Guatemala Profile*. New York. Coward-McCann, Inc. 1939. 306 p., illus.

An artist's account of his year's residence in Guatemala and the entertaining experiences he had painting Indians in busy market places, at crowded fiestas, in out-of-the-way villages, at the loom, shaping clay, at work on the great plantations. He interprets the country and people from the artist's point of view and his book is filled with charming, lifelike pen-and-ink sketches. There is also much information about life on the plantations and word pictures which catch the color and movement at market and fiesta. A long glossary of Indian and Spanish words adds to the value of the book.

GREEN, PHILIP LEONARD. *Our Latin American Neighbors*. New York. Hastings House. 1941. 182 p.

In a condensation of but 15 pages (Chapter 14, p. 140-155), the author has succeeded in giving a great deal of information on the autochthonous, colonial and modern culture of Latin America. Of particular value is the discussion of the literature and writers of the modern period.

HELM, MACKINLEY. *Modern Mexican Painters*. New York. Harper & Bros. 1941. 205 p.

An eminently readable account of contemporary Mexican painters. In addition to giving Rivera, Orozco and Siqueiros their due, the book discusses many other significant but less-known painters. Excellent discussion of Mexican artists who express their environment in spiritual and realistic terms rather than through the popular and quaint externals of cacti and sombreros. Eighty black-and-white and two color plates illustrate the book, and decorative chapter headings add to the attractiveness of format.

KELSEY, VERA, and LILLY DE JONGH OSBORNE. *Four Keys to Guatemala*. New York. Funk & Wagnalls. 1939. 332 p., illus.

The crafts and costumes of the Indians of Guatemala are described in detail in Chapter 6 and 7. Baskets, gourds, mats, rope, ceramics, weaving, spinning, and the regions famous for each are discussed. There is information on textiles, on designs and symbols, on dyeing and the various sources from which the dyes are obtained. Each article in the costumes of men, women, and children is described.

LEMONS, PEDRO J. *Guatemala Art Crafts*. Worcester, Mass. The Davis Press. 1941. 40 p., illus.

The crafts of Guatemala are briefly summarized in this book by the Director of the Stanford University Museum of Fine Arts. As a guide for visitors to

Guatemala, the author has listed the principal towns and villages of the country together with a very brief note about their history and the handicrafts for which they are famous. Weaving, basketry, wood carving, pottery, masks are a few of the many crafts included. More than 100 photographs (three in color) and drawings show the country, the craftsmen and their work. Of particular interest are the various types of looms used by the weavers and the designs peculiar to certain regions.

LOTHROP, SAMUEL KIRKLAND. *Pottery of Costa Rica and Nicaragua*, vol. 1. New York. Museum of the American Indian Heye Foundation. 1926.

A detailed and technical discussion of the early pottery of Costa Rica and Nicaragua, valuable as a reference book in art and design for the wealth of illustrations, many of them in color, which show minute details of color, shape and patterns of the objects. Many of these designs could be adapted for jewelry, embroidery, and borders.

MEANS, PHILIP A. *Peruvian Textiles*. New York. The Metropolitan Museum of Art. 1930. 19 p., illus.

A brief introductory survey of the materials used by the early Peruvian weavers is followed by a short bibliography and chronology of early Peruvian cultures. The body of the book is made up of 24 full-page plates showing Peruvian textiles, which give excellent detail of their design. A descriptive note for each plate tells what the textile pictured was used for, the material of which it is made, its color, an explanation of the design and the dimensions of the article. A useful reference book for classes in design.

OGLESBY, CATHARINE. *Modern Primitive Arts of Mexico, Guatemala and the Southwest*. New York. Whittlesey House. McGraw-Hill Book Co. 1939. 226 p., illus.

A survey of the popular arts of Mexico, Guatemala, and the Southwest. The fashioning of pottery, weaving of baskets and fine textiles, the silverware and colorful lacquer are described with interesting detail. The book is recommended for the chapters on Mexico and the Southwest, and for the many excellent photographs showing the Indians at work, as well as black and white line drawings of various designs. The book also contains an index, a bibliography, and a calendar of ceremonies, fiestas, and markets.

OSBORNE, LILLY DE JONGH. *Guatemala Textiles*. Middle American Research Series, No. 6. New Orleans. The Tulane University of Louisiana. 1935. 110 p., illus.

An excellent book by a woman who has devoted years to the study of Guatemalan textiles and to assembling an outstanding collection. Here the various articles of clothing worn by the Indians of Guatemala and the way these are made are described in detail. There is interesting material in the chapters on dyes and their sources, the meaning of various designs and symbols, Indian market customs and trade routes they follow in marketing their work. The 23 photographs and drawings show Indians wearing their local costume, different steps in the weaving process, and finished articles of clothing.

TOOR, FRANCES. *Mexican Popular Arts*. New York. Crown Publishers. 1939. 356 p., illus.

In this excellent survey of Mexican popular arts, the author has not only described the objects but has also given a sympathetic picture of the craftsmen in their homes and villages. There is a brief summary of the crafts before the conquest and the influence of the Spaniards. Weaving, pottery of many different kinds, reflecting varying locales; jewelry, lacquer work, tin gourds, feather and straw work, and many other crafts are described in simple, non-technical language. Musical instruments, toys, fireworks, and masks are also included. Adding greatly to the value of the book are more than 90 excellent illustrations, 7 of which are full-page, in color. The black and white photographs show distinctly the details of the designs. Several illustrations of costumes are included.

VAILLANT, GEORGE C. *Artists and Craftsmen in Ancient Central America*. New York. The American Museum of Natural History. 1935. 102 p., illus.

Contains seven articles on the arts and crafts of ancient Central America reprinted from *Natural History*. The first is a general article on the Aztecs to give a picture of the physical and social background against which the arts developed. Architecture, sculpture, art, crafts, ornaments, and pottery of

ancient Central America are discussed. in the following articles. More than 125 excellent black-and-white drawings illustrate the publication and a bibliography adds to its value.

———. *Aztecs of Mexico*. Garden City, N. Y. Doubleday, Doran & Co., Inc. 1941. 340 p., illus.

A good summary of the handicrafts and fine arts of the Aztecs is found in Chapters 8 and 9. The utensils made for everyday use as well as those made for religious rituals are described. The major portion of Chapter 8 is devoted to description of weaving—textiles and baskets; featherwork—for clothing, for ornaments and to depict landscapes and scenes from daily life; woodwork, musical instruments. Copper and gold work and objects made from stone and clay are well described. Twenty half-tone plates, p. 144–145, 160–161, show many examples of the handicrafts described in the text. In Chapter 9 the architecture and sculpture of the Aztecs are described.

VON HAGEN, VICTOR WOLFGANG. *Ecuador the Unknown*. New York. Oxford University Press. 1940. 296 p., illus.

Many interesting facts about the Panama hat industry of Ecuador are given in Chapter 5 (p. 41–53), as well as scenes along the highway leading to the Panama hat fair in Cuenca. How the work is distributed and materials given out to the weavers, the finishing process and the shipping are described. There is material on the palm from which the Toquilla straw used in making these hats is obtained, and preparation of the fibers from the palm leaves is explained in detail. There are 4 excellent photographs (p. 32, 33, 48, 49).

2. PERIODICALS AND PAMPHLETS

ARCINIEGAS, GERMÁN. The Little Horses of Ráquira. (*Bull. Pan Amer. Union*, March 1937, p. 246–253, illus.).

Charming article on the toys that may be seen in Chiquinquirá, Colombia and especially of the little pottery horses from Ráquira. Also displayed are tops of *tagua*; orange-wood balls to catch on a stick; boxes lined with rabbit fur; diminutive wire-stringed guitars on which children try the first measures of the *bambuco*; sets of miniature *tagua* dishes in which each dish is hardly a quarter of an inch high and a multitude of others of expert creation. The eight illustrations accompanying the article show toys of exquisite workmanship that will not only give the teacher a deeper appreciation of the skilled artists who make them but will offer suggestions for story-telling and creative expression.

Art of the Twenty-one Republics (*Think*, April 1940, p. 14–17, illus.).

A brisk résumé of the history of painting in the twenty-one American republics. A painting by a contemporary artist of each of the countries is reproduced in black and white and accompanied by an account of his career. These paintings are part of a collection owned by the International Business Machines Corporation, exhibited at the Golden Gate International Exposition in San Francisco and at the Corcoran Gallery in Washington during the fiftieth anniversary celebration of the Pan American Union.

BENNETT, WENDELL. Weaving in the Land of the Incas (*Nat. Hist.*, June 1935, p. 65–72, illus.).

Description of clothing worn by men and women as recorded by writers at the time of the conquest and as evidenced by specimens found in tombs in the dry desert region along the coast of Peru; fabrics used to make these garments and the manner in which they were processed; the primitive loom; the weaving process; tapestry technique, pattern weaving. Illustration and explanation of the operation of a Peruvian loom, valuable for teacher at elementary level interested in weaving, making looms, and knowing how early people wove their fabrics. Other illustrations show tapestries, looms and spinning implements, clothing, also a “mummy bundle.”

BURGOS, FAUSTO. The Inca Loom. (*Bull. Pan. Amer. Union*, April 1927, p. 353–356, illus.).

The seven illustrations are of unusual value to teachers of industrial arts at all levels. The texts give their historic setting and present day significance. An ancient vase preserved in a Lima museum depicts the same simple loom still used by dwellers on the high Peruvian plateau.

The Carnegie Institution of Washington. Textile Arts of the Guatemalan Natives (*News Service Bull.*, School Ed.), Feb. 3, 1935, p. 159-168, illus.).

Numerous excellent photographs, definitely selected to show detail of costumes and textile design. Two full-page color photographs show a group of Indian women in the market place and a young woman showing her hand-woven *huipil* (worn as an unbelted blouse). Dress of both men and women is described. The map showing clearly the region of the ancient Maya and indicating the extent of both the Old and the New Empire, is worth enlarging for classroom use; the explanatory note is concise and clear.

Children's art Exhibit of the Western Hemisphere (*Progressive Ed.*, October 1941, p. 316-317, illus.).

Reproduces five pictures painted by children in Mexico, Cuba, Canada and the United States which suggest different experience of the child painters. From the exhibit collection of the Progressive Education Association, 221 W. 57th St., New York City; write directly for information about extent of collection and availability for loan.

Columbus Day Diorama (*School Arts*, September 1941, p. 19-20).

Inviting directions for producing a scene from the story of Columbus, so carefully illustrated that a novice in arts and crafts could carry out a project, combining mural painting and stagecraft on a miniature scale. It is stated that the "peep-show" of the nineties grew up into the diorama, with its capacity for integrating almost all school subjects. An article entitled "The True Story of Columbus" on p. 29 of the same issue is a handy source of dramatic material.

D'HARNONCOURT, RENÉ. An Authentic Exposition of Mexican Art. (*Modern Mexico*, September 1930, p. 25-28, illus.).

An account of the first comprehensive collection of contemporary art of Mexico exhibited in the United States, shown first at the Art Center of New York. Among the exhibits reproduced in the 14 illustrations are hand-woven palm leaf baskets and toys woven of palm leaves; pottery animals; wood sculpture; Mexican wood inlay; hard blown glass. For background and appreciation of Mexican art.

——— Pancho the Toy Maker (*Mexican Folkways*, vol. 4, no. 2, April-June, 1928, illus.).

An excellent article for insight into the philosophy of the Indian craftsmen who never willingly make two articles alike, and who will refuse to sell their wares on the way to market, because the festival atmosphere means more than profit. The author comments on the similarity of some of Pancho's effects, independently arrived at, with blown-glass whimsies of Europe's most sophisticated art. The fact is that Pancho is profoundly versed in human wisdom and has a nice appreciation of the ironies of life, as his humble sad clay pig incongruously decked with ornate flowers bears witness.

——— The Exposition of Mexican Art. (*Bull. Pan Amer. Union*, October 1930, p. 981-991, illus.).

Interesting bits of history for the student of art. Illustrations are of general interest; primitive ceremonial masks, primitive pottery, and an oil on tin painting by Diego Rivera.

DE QUIRÓS, CESÁREO BERNALDO. The Keeper of the Harness (*Jr. Red Cross Jour.*, February 1940, color plate).

See Junior High School list.

——— Pioneer Gaucho Days (*Natl. Geog.*, October 1933, p. 453-460, 8 color plates).

See Junior High School list. For intermediate grades, with teacher's guidance.

DORADO CHOPITEA, CARLOS. Indoamerican Art (*Bolivia*, July-August 1941, p. 10-14, illus.).

Illuminating comments on the influence of the Mexican art Renaissance upon Bolivian art. The author states that the necessity of communicating a message for the unlettered people and the ideal of endowing with dignity the Indian past and the Indian's present contribution to culture was given social purpose by the muralists of Mexico and South America. The work of the Mexican masters, Diego Rivera and José Clemente Orozco and the accomplishments of the Bolivian artists Cecilio Guzmán de Rojas, Jorge de la Raza and Marina Nuñez del Prado are discussed.

GALARZA, ERNESTO. Living Art in Latin America (*Jr. Red Cross Jour.*, October 1940, p. 35-38, illus.).

Excellent introduction to the subject, interest for social studies as well as art. See Junior High School listing.

GRUPP, GEORGE W. The Churches of Bogotá: Their Art and Architecture, (*Bull. Pan Amer. Union*, February and March 1940).

JAMES, CONCHA ROMERO. Spanish American Art (*Handbook of Latin American Studies*, 1936-1940.).

The *Handbook of Latin American Studies* is a yearly selective guide to material on Latin America published in all languages. A section on art is a regular feature and is preceded by a general statement covering the important art events of the year in Spanish America. The *Handbook*, formerly edited by Lewis Hanke, is now under the direction of Miron Burgin of the Hispanic Foundation, Library of Congress, Washington.

LATCHAM, RICARDO E. and RENJIFO, ROBERTO. Indigenous and Creole Art of Chile. (*Bull. Pan. Amer. Union*, September 1929, p. 897-912, illus.).

The article is divided into two parts as indicated in the title. Both approaches are historical. For the teacher interested in the history of art, the development of forms, the result of intermingling cultures. "Creole Textile Designs," the second part, is of more general interest because of its tie-up with clothing and weaving. For teachers and students of history. The illustrations may suggest adaptations in fine and industrial arts.

Latin American Exhibitions of Fine and Applied Art (*Bull. Pan Amer. Union*, January 1940 illus.).

Nearly three, hundred and fifty works of art from eight Latin American republics, besides Guatemalan Indian textiles, were seen in New York at the Riverside Museum.

LEE, LESLIE W. A Market Scene in Mexico (*Instructor*, April 1936, p. 44-45, illus.).

For teachers of primary and intermediate children. There are nine patterns which may be colored, cut out, and mounted and used in dioramas, puppet theaters, etc. Color suggestions are given for costumes and buildings to make a typical Mexican scene.

LEMONS, PEDRO J. DE. Colonial Days Lived Again (*School Arts*, November 1940, p. 87-94, illus.).

See Junior High School list. Pictures and content interest for upper elementary.

——— Mexico: Arts and Crafts (*School Arts.*, illus.).

Portfolio containing a brief guide to Mexican handicrafts indicating in what cities and villages they may be found. Sixteen plates, some of them in color, add to the value of this folder.

LOOSER, GUALTERIO. Araucanian Textiles (*Bull. Pan Amer. Union*, April 1927, p. 357-366, illus.).

Picture of the Araucanian framed in an historical sketch of his art. An Indian population exists near Temuco today where genuine Araucanian weaving furnishes a livelihood for many families. History and art at higher levels.

MARINA NÚÑEZ DEL PRADO: Bolivian Sculptor (*Bull. Pan Amer. Union*, July 1941, p. 397-401, illus.).

Short bibliographical sketch of the young Bolivian sculptor and interpretations of some of her outstanding studies on exhibition in the United States. Señorita Núñez del Prado has specialized in sculpture of Bolivian Indians of the high Andes and her Aymará ritual dances combine rhythm and mass.

MEANS, PHILIP AINSWORTH: Elena and Victoria Izcue and Their Art (*Bull. Pan Amer. Union*, March 1936, illus.).

Two contemporary Peruvian artists who have perfected a process whereby the ancient Inca methods of preparing and applying vegetable and mineral colors are used in decorating textiles. They are credited with starting a renaissance of the aboriginal art of their country.

———. Pre-Columbian Andean Art. (*Mag. of Art*, September 1940, p. 510-515, illus.).

Overview of Andean culture written for the student of art. The general reader will gain an appreciation of the culture of pre-Columbian days that existed in a vast area extending from northern Ecuador down through Peru

and western Bolivia into northwestern Argentina and northern Chile. There is an outline map of the area. The illustrations are photographs of museum pieces—sculpture, portrait pot, feather tunic, embroidery—which the elementary teacher may find helpful for story-telling of legends and customs, and for pottery shapes and decoration in handicraft.

———. Pre-Columbian Andean Art. Part II. Pottery (*Mag. of Art*, November 1940, p. 632–636, illus.).

The second of a series of four articles, in which each is a unit in itself; this one uses pottery as the medium for interpreting pre-Columbian Andean culture. Ignorant of the principle of the wheel, people were dependent on the cunning of their own hands in making pottery. On a large deep bowl, the original in the American Museum of Natural History, the personage shown is thought to be Viracocha, the pre-Incaic Creator-God and Sky-God; another bowl shows a winged warrior attendant of Viracocha. Both designs are large and clear and suitable for reproducing.

———. Pre-Columbian Andean Art. Part III. Textiles (*Mag. of Art*, January 1941, p. 22–28, illus.).

Knowing only the simplest sorts of looms and other weaving implements the Andeans produced cotton and woolen fabrics which command admiration for technical intricacy and beauty. Rarer materials were occasionally used such as maguey fiber, used for coarse fabrics, human hair, rabbit hair and even bat hair employed in the finest. Nine photographs show techniques of weaving used. There is information about headgear, clothing, ornaments worn. The featherwork garment will appeal to children.

———. Pre-Columbian Andean Art. Part IV. Metals, Wood, Stone (*Mag. of Art*, May 1941, p. 246–250, illus.).

The final article in the series deals with the materials used less frequently by the Andeans in their art. Metals did not represent money, and gold and silver were held to be more admirable than copper and bronze only because of their beauty. Legends declare gold the sweat of the sun, and silver, sweat of the moon, cast from them during the making of the world. The illustrations, photographs of museum pieces, are large and clear and details are carefully explained in the text. Several, such as the mirrors, the spoons, the bronze head for a staff inlaid with copper and silver, may be helpful for social studies material at elementary level; also to stimulate interest in story telling and writing. Text and illustrations have teaching value at all levels.

MONTES DE OCA, JOSÉ G. Mexican Colonial Fountains (*Bull. Pan Amer. Union*, December 1937, illus.).

Of the smaller architectural works of art enjoyed by the present generation, unquestionably the public fountains and those in the patios of the buildings formerly residences of the nobility, captivate the imagination. Until the middle of the 19th century the Mexican capital boasted sixty-one ornamental fountains.

PLEASANTS, FREDERICK R. Pre-Columbian Art at the Fogg Museum (*Mag. of Art*, February 1940, p. 84–91, illus.).

The writer discusses the painted manuscripts, chronicles of Spanish missionaries and military men, and accounts of 19th century explorers and travelers which are the source of our knowledge of pre-Columbian peoples; together with the findings of modern archaeologists. The author notes that the art-styles of pre-Columbian America are as diverse as those of any other large area; their origins are in some cases as far as 4,000 miles apart in space; and 1,500 years separates the earliest from the latest. Good illustrations of jadeite figure and mask, pottery and onyx vases, etc., at Fogg Museum (Cambridge, Mass.). Teacher may find on inquiry similar objects or reproductions in museums close at hand.

REHNSTRAND, JANE. When the Art Teacher Goes to Mexico (*School Arts*, January 1938, illus.).

A beautifully illustrated article in which an art teacher makes suggestions as to what to see and what to buy for school collections of Mexican arts and crafts. The whole number is dedicated to Mexico and contains unusual illustrations showing costumes, toys, pottery, types of Mexican vendors, decorative motifs for furniture, dolls, etc.

RODRÍGUEZ C., RAFAEL LUCAS. Decorated Ox carts of Costa Rica (*School Arts*, November 1940, p. 95-96, 7a, illus.).

This article will give the elementary teacher ideas for exhibit work and also an appreciation of the beauty expressed in the common things of everyday life by these people. Art teachers will find it useful through elementary grades and junior high. There are two illustrations of decorated ox carts in use, an illustration of a toy ox cart and a number of designs showing types of ox cart decorations.

ROQUETTE-PINTO, E. ÑANDUTI. An Indigenous Paraguayan Art. (*Bull. Pan Amer. Union*, January 1928, p. 59-66, illus.).

The ñanduti is a Paraguayan lace delicate in texture and fascinating in pattern. The illustrations show a frame used in making ñanduti and a number of motifs. For specialized reading.

SMITH, ROBERT C. Brazilian Art (*Handbook of Latin American Studies*, 1937-40.).

The *Handbook of Latin American Studies* is a yearly selective guide to material on Brazil published in all languages. A section on art is a regular feature and is preceded by a general statement covering the important art events of the year in Brazil. The *Handbook*, formerly edited by Lewis Hanke, is now under the direction of Miron Burgin of the Hispanic Foundation, Library of Congress, Washington.

———— Brazilian Painting in New York (*Bull. Pan Amer. Union*, September 1939, illus.).

The World's Fair brought to New York a comprehensive showing of Brazilian art, ranging from conservative academic production to the most stalwart examples of modern regional art. The work of Candido Portinari, leading Brazilian mural painter is outstanding.

———— Lasar Segall of São Paulo (*Bull. Pan Amer. Union*, May 1940, illus.).

Segall, Russian born, has grown with the Brazilian painters and has emerged as one of the outstanding representatives of the São Paulo school of authentic Brazilianism in art, music, and literature.

———— The Colonial Churches of Brazil (*Bull. Pan Amer. Union*, January 1938, illus.).

Brazil possesses colonial churches which for size and variety can be compared only with the colonial buildings of Mexico. In style, however, they have nothing to do with Spanish American architecture.

———— Three Brazilian Landscapes by Frans Post (*Bull. Pan Amer. Union*, May 1939, p. 271-275, illus.).

The author states that Frans Post, the Dutchman, was the earliest landscape painter in the western hemisphere. He came to Brazil in 1637 with Maurice of Nassau and remained there until 1644 when he returned to Holland. Frans Post found in Brazil a type of scenery which save for its tropical qualities resembled the Netherlands countryside, and he reproduced with utmost fidelity "the lagoons, the marshes, the expressive skies of the interminable coastal lowlands."

Sombreros, Ponchos, and Serapes: A Mexican Scrapbook (*Children's Play Mate*, June 1941, p. 32-35, illus.).

The pictures, patterns, and directions are clear. The teacher will find costume suggestions in the material presented. Children from nine to eleven can follow the directions but the interest level is from six to nine. Useful in a class where older children can assist younger ones in their constructive work.

Spanish Colonial Leathercraft (*School Arts*, April 1941, p. 354, illus.).

See Junior High School list.

The Story of Mexican Art (*Nat. Hist.*, September 1940, p. 112-118, illus.).

An interpretation of Aztec civilization through its art. Photographs of museum pieces are used to interpret social life and customs. The Aztec Indians surpassed all others in ceremonial pageantry. Adult reference material for history and art. The photograph of the Tuxtla statuette which until recently bore the oldest American date will be valuable for elementary social studies, for time lines, calendars, and the study of man's record keeping.

SUÁREZ, ALFREDO GÁLVEZ. Guatemala Indian Mask-Maker (*School Arts*, June 1941, frontispiece).

See Junior High School list.

TEXADA, LEONARDO. Cacao (*Jr. Red Cross Jour.*, September 1940, front cover). Painting by Leonardo Texada shows workers handling cacao pods. Intermediate content interest; see Junior High School listing.

U. S. Department of Commerce. Specialties Division, U. S. Bureau of Foreign and Domestic Commerce. World Trade in Toys. Washington. 1939.

Includes a section on Latin America; production and trade in toys of each republic. While this bulletin is prepared for businessmen, it gives the teacher authentic background information and a fresh view of a subject important to children.

VALVERDE, SEBASTIÁN E. The Cathedral of Santo Domingo (*Bull. Pan Amer. Union*, October 1937, illus.).

This ancient cathedral, a treasury of jewels and relics, is in itself a jewel and a relic as well as a symbol.

WARD, CONSTANCE ALLEN. The Guatemalan Art Renaissance (*Bull. Pan Amer. Union*, May 1941, p. 282-290, illus.).

Discusses a group of contemporary Guatemalan artists including the sculptor Rafael Yela Gunther, director of the National Academy of Fine Arts; Julio Urruela Vásquez, noted especially for stained glass and reproductions of Maya woodcarvings; Ovidio Rodas Corzo, co-author of a book on Maya-Quiché symbols and customs. There are 11 reproductions of works of art. A useful article for tying up the present with the past in Guatemalan art. The elementary teacher will be interested in the picture "A Zebu at El Zapote"; "Banana Cutters" will appeal to junior high school teachers because of its interest for boys.

WHITE, VICTORIA. Mexican Scenes in Wall Plaques (*Instructor*, April 1936, p. 33, illus.).

Instructions for making plaques in wood, with materials needed. Carefully described, detailed directions. Three plaques illustrated show simple scenes. Middle grades.

WIGTON, ROBERTA K. A Mexican Tapestry (*Instructor*, April 1940, p. 30, illus.).

Directions are given for making a large wall hanging typical of Mexican life. Materials, colors, scenes are suggested. Objectives for incorporating such an activity into curriculum are stated. A finished wall hanging is illustrated. For upper grades.

KEY TO ABBREVIATIONS

Bull. Pan Amer. Union.....	Bulletin of the Pan American Union.
Jr. Arts and Activ.....	Junior Arts and Activities.
Jr. Nat. Hist.....	Junior Natural History.
Jr. Red Cross Jour.....	Junior Red Cross Journal.
Mag. of Art.....	Magazine of Art.
Natl. Geog.....	National Geographic Magazine.
Nat. Hist.....	Natural History.
News Service Bull.....	New Service Bulletin, Carnegie Institution of Washington.
Progressive Ed.....	Progressive Education.

TEACHER'S ADDITIONS

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{ Children of the Other Americas }

FOODS, PLANTS, AND
MINERALS

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PLANTS, FOODS, AND MINERALS

I. INTRODUCTION

Civilization began when man found ways of storing food to provide against seasonal shortages and so acquired a certain degree of leisure and security. Both the Peruvian Indians and the Mayas had developed advanced systems of food production and control which gave them the leisure to develop high cultures. Today in the Americas, science and economic planning are changing agriculture, and these changes affect the way the people live, as some of the following references show.

Plants of tropical regions often furnish shelter as well as food and not only the trunks of trees but their leaves are used in houses. Gardens have been a source of pleasure, and flowers a religious offering, since the days of the pre-Christian gods. Travelers may walk today in the park of Moctezuma and in other gardens planted by famous people long dead. The poorest Indian grows flowers and delights in them.

Some of the plants of Latin America have medicinal properties. Herbs and barks that the witch-doctors use in the jungle are brought to modern laboratories and form the basis of many medicinal products. Plants are the source of many commodities of commerce such as coffee, tagua, rubber, waxes, etc. References describe plant sources and processes through which the materials pass. Some of the references show the people who harvest them at work.

Latin America is rich in minerals. The earliest Americans did not use metals as money. The gold and silver which the Spaniard sought was prized by the Indian only for beauty and malleability. Today, in a machine-age world, other minerals of Latin America are more important. Some of the references discuss the strategic mineral substances necessary for war.

II. REFERENCES FOR THE PRIMARY GRADES

1. BOOKS

DUARTE, MARGARIDA ESTRELA BANDEIRA. *Legend of the Palm Tree*. New York. Grosset & Dunlap, Inc., 1940. 43 p., illus.

The story of the coconut palm, based on a Brazilian folk-tale. Describes the many products derived from the palm in simple, interesting language. Beautifully illustrated in color in picture-book format. Good for stimulating art work and in making up products notebook.

GOETZ, DELIA. *Letters from Guatemala*. New World Neighbors Series. Boston. D. C. Heath Co. 1941. 56 p., illus.

Life on a banana plantation and a good bit of information on growing and marketing bananas is included in one of the letters in this book. Another

describes a visit to a coffee plantation. Also included are visits to an Indian village to watch a weaver at work, to a potter, life at school and Christmas and Independence Day celebrations. Illustrated in color.

LANKS, HERBERT C. *Nancy Goes to Mexico*. Philadelphia. David McKay Co. 1939. 39 p., illus.

A story of Mexico told in the language of a child, with brief material on the maguey plant and its many uses, as well as the many different products found in the markets. The legend of the Virgin of Guadalupe, patron saint of Mexico, is included. In addition to excellent photographs, there are charming pen and ink sketches on margins. Useful as a supplementary reader.

STEEN, ELIZABETH K. *Red Jungle Boy*. New York. Harcourt, Brace & Co. 1937. 80 p., illus.

The book contains much interesting information on the jungles of Brazil, as well as the food which this tribe of Carajá Indians eat. Many of the animals of the region are introduced and their habits described. The games the Indians play and one of their dances is described. The many striking illustrations in color add to the charm and usefulness of the book.

III. REFERENCES FOR THE INTERMEDIATE GRADES

1. BOOKS

BROWN, ROSE. *Two Children of Brazil*. New York. J. B. Lippincott Co. 1940. 229 p., illus.

Much information on everyday life and special occasions. A detailed description of a coffee plantation and the steps in growing coffee as well as a chapter on the Botanical Garden, the story of the royal palm, the spice tree and the tea bush, make this a useful reference book on the plants and foods of Brazil.

CANNON, MARIAN. *Children of the Fiery Mountain*. New York. E. P. Dutton & Co. 1940. 96 p., illus.

Life on a coffee plantation in Guatemala is described in an interesting way, giving a good picture of the everyday life of the people. Includes a description of preparations for a Christmas fiesta. Good illustrations.

EBERLE, IRMENGARDE. *Spice on the Wind*. New York. Holiday House. 1940. 56 p., illus.

Simple, well-written account of places where spices grow and people who grow them. Gives good description of cultivation of plants and preparation of fruit for market. The chapter on vanilla from Mexico will be useful in connection with a unit on that country. Attractively made-up book, illustrated in color.

LEE MELICENT HUMASON. *At the Jungle's Edge*. New York. Thomas Y. Crowell Co. 1938. 118 p., illus.

A good description of growing cacao and preparing it for market, together with information on animals and birds of Costa Rica, and on the Central American jungle. Well illustrated. A useful book for nature study, social studies.

——— *Children of Banana Land*. New York. Thomas Y. Crowell Co. 1936. 156 p., illus.

A story of Honduras, giving details of banana growing from the preparation of the soil to harvesting the fruit. There is also a brief history of how bananas came to America. Depicts the life of two children and their efforts in working the farm.

——— *Volcanoes in the Sun*. New York. Thomas Y. Crowell Co. 1937. 150 p., illus.

Good information on trees, plants and fruit of the country is included in this story of life on a Guatemalan coffee plantation. Many of the Indian costumes are described and some history is introduced. The glossary of Spanish and Indian words adds value to the book.

ROTHERY, AGNES. *South America Roundabout*. New York. Dodd, Mead & Co. 1940. 242 p., illus.

The interesting material on the plants of the various countries discussed in this book would make it useful in geography and in social studies. It is devoted largely to the countries of South America but includes a chapter on Panama and brief material on Cuba and Haiti.

VON HAGEN, VICTOR WOLFGANG. *Riches of South America*. New World Neighbors Series. Boston. D. C. Heath & Co. 1941. 56 p., illus.

Contains material on tin, balsa wood, chocolate, coffee, and on the weaving of Panama hats. The material on hats could be used in connection with handicrafts, and the material on commodities in social studies, also for nature study.

2. PERIODICALS AND PAMPHLETS

FIRESTONE, JR., HARVEY S. *The Romance and Drama of the Rubber Industry*. Pamphlet. Akron. Firestone Tire and Rubber Co., 1932. 127 p.

Collected radio talks, popular style, easy for children to read and follow. Brief chapters (about two pages each) cover the discovery of rubber, naming of rubber, days of wild rubber, the Brazilian rubber monopoly, the first rubber plantation, Firestone in Mexico, the Ford rubber project in Brazil. Rubber became known to Europe when Spanish explorers saw Indians in Mexico playing games with bouncing balls, about 1521. No charge.

Golden Grains of the Americas (*Jr. Schol.*, Nov. 11, 1940, p. 6-7, 14, illus.).

A map shows the great wheat-growing regions of the Americas. Photographs show grain elevators in Buenos Aires, farmers in the Argentine pampas bringing in a wheat crop, a Diesel powered tractor.

HOBSON, H. M. A Palm that Grows Buttons (*Jr. Red Cross News*, May 1941, p. 230).

Brief but colorful description of the tagua palm and the environment (notably Ecuador) in which it is found. The "life history" of a button might be illustrated in frieze or picture book form, showing how the giant seed pods which may weigh twenty pounds fall from the trees; how squirrels, wild hogs and monkeys "help"—they lick the sweet stickly covering from the sixty to ninety nuts inside; how the nuts are floated on rafts to the ports; and how they are sawed, cut and polished into buttons.

LAING, EDITH M. Food of the Gods (*Nature*, January 1941, p. 24, illus.).

A short but concise account of the origin, harvesting and preparation for market of cacao (chocolate) the pleasing drink invented by the Aztecs and modified by Spaniards, still a favorite among their descendants. The illustration is a Costa Rican stamp on which one of the long, melon-shaped fruit pods is pictured. Social studies and home economics.

LEDIG, ELIZABETH LINEBACK. Barbecue in the Andes (*Jr. Red Cross News*, February 1940, p. 11-13, story, illus.).

Contrast of simple daily fare in this charmingly told story with the festive foods that celebrate the annual rounding-up of the sheep: corn-meal tamales, stuffed with pork, peanuts and black olives; sweet *tamales* or *umitas*, filled with spiced ground corn, brown sugar and raisins; *chicha* to drink, a cider-like beverage of red corn and coconut.

Out of the Jungles Come Farms in Brazil (*My Weekly Reader*, April 7-11, 1941, Ed. No. 5, p. 121-122, illus.).

How engineers and modern machines are changing swamp and jungle land into land suitable for farms where tomatoes, lettuce, oranges, bananas, sugar-cane can be grown. Gives young children a picture of the way in which man prepares the earth for his own better use. There are two pictures showing avenues of palms and a boy with his llama, and two shaded outline maps with a key to information on products, etc.

Pan America in Review: Paraguay (*World Youth*, May 25, 1940, p. 8-9, illus.).

Discussion of *yerba maté* plant, so called from the custom of drinking the herb (*yerba*) tea from a hollow gourd (*maté*), and the production of the drink. There is a photograph of the gourd and the "little pump" or straw through which the drinker sips. Valuable in a unit on food, and to illustrate how man has made use of the plants in his environment.

The Products of Brazil (*Jr. Arts and Activ.*, March 1941, p. 19-22, illus.).

The production of coffee, rubber, and sugar cane is treated, and there are suggestions for making a diorama based on the growing, processing, and marketing of rubber. A finished diorama is illustrated and directions for making one are accompanied by pictures of the parts. There is a short historic overview of Brazil, and an outline map, accompanied by pictures of products such as manganese, diamonds, gold, coal, corn, coffee, rubber, cacao, bananas, sugar cane.

RIDGEWAY, CAROLINE H. Rubber, Wild and Tame (*Jr. Red Cross News*, November 1938, p. 11, illus.).

Overview of the cultivation and production of rubber. Discussion of heat and moisture necessary for growth of tree, the manner in which the tree protects itself from insects, how seeds were smuggled out of Brazil and rubber plantations started in the Malay Peninsula. The illustration shows how the tree is tapped for the latex. Social studies and natural science material.

Sugar Bowl (*Jr. Schol.*, Dec. 2, 1940, p. 6-7, 14, illus.).

General overview of the production of sugar with special reference to Cuba, which produces more sugar than any other country in the world. Nobody knows when or where men first began to use sugar. It probably came originally from India or some other part of southern Asia. Alexander the Great gathered the "honey-bearing reed" along the banks of the Tigris River, and it was introduced into the New World by the conquerors. It was brought to Santo Domingo in 1494 and spread over the West Indies and to the mainland. There are pictures of sugar beets and sugar cane. Reference material for social studies.

THOMAS, MARGARET LORING. Christmas Fish (*Jr. Red Cross News*, December 1940, p. 94, story, illus.).

Two Mexican children catch fish for the Christmas dinner. Emphasis is on the fishing adventure rather than the Christmas customs, though differences in climate, food, and customs may be observed. The journey through the village to the lake, the cutting of bamboo fishing poles, wrapping the fish in leaves and weeds to keep them fresh, furnish scenes for painting or dramatization. A diorama could be made showing the route, and a utility bag like Benito's might be made for a Christmas gift.

The World's Coffee Pot (*Jr. Schol.*, Nov. 25, 1940, p. 6-7, 15, illus.).

Brazil is the greatest coffee producer in the world, but Argentina, Uruguay, Chile and Paraguay are the only Latin American countries which are not coffee growers. The United States is the greatest coffee-drinking country. The legend of the origin of the drink is given, and the problem of over-production is discussed. For social studies classes. (The teacher may wish to look up a kodachrome of a blooming coffee tree published in the *National Geographic*, April 1940.)

Tin, Tin, Tin: Bolivia's Mountain Wealth (*Jr. Schol.*, Dec. 16-21, p. 6-7, illus.).

Brief but very good overview of the story of tin, where it is found, how it is found how processed, how it is used and its history in international trade. Tin cans are made of thin sheets of steel with only a thin coating of tin; nearly 17 billion of them were made in the United States in 1939. Bolivia is the second largest producer of tin in the world. Illustrations show the mine, buildings where rock is crushed, homes of miners, Indians sorting rock.

VON HAGEN, CHRISTINE. Francisco's Lucky Day (*Jr. Red Cross News*, Mar.-Apr. 1941, story, illus.).

Story of a working day in a little boy's life on a cacao *hacienda* in Ecuador, where men cut the fruit from the trees and throw it to other men sitting on the ground who split it open and scrape out the white jelly in which the seeds, the real chocolate, are hidden. The seeds or beans are shoveled into sacks, the sacks are thrown over the backs of mules, and the boys drive the mules to long trays on wheels where the beans are spread out to dry. At one end are white wet beans, at the other, crisp, dry, brown ones. Women and girls sit beside the latter picking out the bad ones. In the story, Francisco goes with the sacks of beans down the river to Guayaquil.

IV. REFERENCES FOR THE JUNIOR HIGH SCHOOL

1. BOOKS

GILL, RICHARD C. *Manga*. New York. Frederick A. Stokes Co. 1937. 268 p.

Well-written, swift moving story of adventure in the jungles of Ecuador which could be used in connection with study of such products as gold and rubber.

GOETZ, DELIA. *Neighbors to the South*. New York. Harcourt, Brace & Co. 1941. 302 p.

Chapter 8 (p. 182-201) describes the major agricultural and mineral products which the United States imports from Latin America, and at the same time discusses new crops which may be grown there in the future. Includes material on increasing production of rubber, cacao, quinine.

WIESE, KURT. *The Parrot Dealer*. New York. Coward-McCann, Inc. 1932. 239 p., illus.

A great deal of information about the plants, trees and products of the country is introduced incidentally in this interestingly written book about life in Brazil. The descriptions of the markets and the products they contain would be useful to classes wishing to work up a unit on markets.

2. PERIODICALS AND PAMPHLETS

BLACKISTON, A. H. *Treasure Chests of the Spanish Main. Fishery Banks of Campeche and Yucatán* (*Bull. Pan Amer. Union*, January 1939, p. 14-25, illus.).

An article with historic interest and economic information, about the fishery banks of Campeche and Yucatán. Along the eastern edge of the banks, where the Caribbean and Gulf meet, schools of sardines have been reported that were over fifty miles in length. For appreciation of marine life, natural resources and their conservation, occupational possibilities.

BRANDES, DR. E. W. *Rubber on the Rebound—East to West* (*Agric. in the Americas*. April 1941, p. 1-11, illus.).

Dr. Brandes, head pathologist in charge of the special rubber project at the Bureau of Plant Industry, U. S. Department of Agriculture, discusses the so-called "seed snatch" of the English planter Henry Wickham in 1876 which resulted in the rise of rubber production on the other side of the world and its decline in its native Brazil; the rubber research project now under way in the western hemisphere to reverse the tide; synthetic rubber and its significance. Excellent material of timely interest.

BURKLAND, EDGAR. *Meet the Tonka Bean* (*Agric. in the Americas*, June 1941, p. 7, 10, 11, illus.).

Excellent reference covering habitat, appearance, fruit of the *sarrapia* tree (*Dipteryx odorata*) whose fruit-seed is called the tonka "bean"; harvesting, marketing, commercial value and problems of those concerned with the industry. The tree is found in the level plains (*llanos*) of Venezuela, Colombia, Brazil and the Guianas, but does not ordinarily grow in solid stands. Entire families of native harvesters wander about, and the first to arrive at a forest area where the trees are abundant build *ranchos* (huts) to shelter the party for two or three months. Coumarine, extracted from the tonka bean, has many uses. The woody fragrance of a burning cigarette, the scent of perfumed soap, the flavor of an after-dinner liqueur, owe something to coumarine. Science and social studies material which junior high school students will enjoy reading for themselves.

COCHRAN, DORIS M. *Brazil Bound* (*Nature*, January 1940, p. 9-12, illus.).

Dr. Cochran, who is on the staff of the United States National Museum, went to Brazil at the invitation of Dr. Adolpho Lutz, eminent pioneer in research in tropical medicine and biology, whose failing eyesight made it impossible to complete a monograph on Brazilian frogs. Dr. Lutz' laboratory is located in the Instituto Oswaldo Cruz in Rio, a Moorish building of startling beauty and one of the great medical centers of the world. To the clinics of the Instituto

Oswaldo Cruz come those afflicted with malaria, leprosy, elephantiasis, and other scourges of the tropics which Dr. Oswaldo Cruz had battled in his lifetime. Coffee Plastic (*Bull. Pan Amer. Union*, April 1939, p. 594-595, illus.).

The development of a plastic product from green coffee which may be used for flooring, roofing, wall board, insulating material, acoustic material. Explanation of the process, by-products. Overview of natural plastics, such as pitch and rosin, used from time immemorial, and synthetic plastics developed in chemical laboratories in the last hundred years; economic effect of important new materials developed from by-products of surplus crops. The illustration shows steps in the manufacture of coffee plastic. Valuable addition to a study of coffee.

CURRAN, C. H. Insect Lore of the Aztecs (*Nat. Hist.*, March 1936, p. 196-203, illus.).

Source material on Aztec use of grasshoppers and other insects for food, on therapeutic measures against poisonous insects such as the black widow spider, on superstitions interwoven with Aztec natural science. The authority is Sahagún, whose *General History of the Things of New Spain* was completed in 1560. Twenty pictures reproduced from the monumental work of the Spanish monk show the Aztecs' use of the brush as the camera is used today. Present-day interest through the fact that agricultural pests the Aztecs knew are still a problem.

FIRESTONE, JR., HARVEY S. The Romance and Drama of the Rubber Industry. Pamphlet. Akron. Firestone Tire and Rubber Co., 1932. 127 p.

See Intermediate list.

MASON, GREGORY. Native American Food (*Nat. Hist.*, April 1936, p. 309-318, illus.).

Foods, drugs and tobacco indigenous to the Americas illustrated and discussed. The story of the discovery and rapid spread of the Irish potato is interestingly told. The story of tobacco and early tobacco pipes is related. Reference material for home economics and history classes.

NEWHALL, BEATRICE. Chocolate in New Spain (*Bull. Pan Amer. Union*, October 1936, p. 786, illus.).

Much historical information pertaining to the production and use of cocoa before and during the colonial period. Indian legends pertaining to the origin of the plant are given and information about festivals and ceremonies in honor of the gods associated with agriculture, food, and trade. The cacao monetary system of preconquest Mexico is explained. Reference material.

Pan America in Review: Paraguay (*World Youth*, May 25, 1940, illus.).

Yerba maté plant. See Intermediate list.

Pan American Union. Commodities of Commerce Series. Washington, Pamphlets, illus. 5¢ each.

Separate illustrated pamphlets on Alpacas, Asphalt, Bananas, Cattle and Pampas, Chicle, Coal and Iron, Coco, Cocoa (Chocolate), Coconuts, Coffee, Copper, Nitrate Fields, Oils and Waxes, Quebracho, Quinine, Rubber, Sugar, Tagua, Tanning Materials, Tin, Wool, Yerba Maté. These bulletins give factual material about origin, processing, and distribution of each commodity. Useful tables. Of special interest to children is the comprehensive 21-page bulletin on Cocoa. This treats the historical background of the cocoa tree and the products of the cocoa bean. A footnote states that the use of the word *cacao* is now disappearing and that the accepted term of world trade is *cocoa*. Illustrations show pruned trees, gathering cocoa pods, breaking of shells to prepare the beans for drying and fermenting, sun-drying the beans, transporting them. Pictures could be clipped and mounted for a permanent exhibit.

POUGH, FREDERICK H. Gems for April (*Nat. Hist.*, April 1941, p. 211, illus.).

The Assistant Curator of Geology and Mineralogy of the American Museum of Natural History discusses diamonds: the derivation of the name, composition of the stone, source of supply, and myths connected with the diamond. A paragraph is devoted to Brazilian deposits and there is a photograph of the very large "President Vargas" diamond. For language arts rather than for science.

RUTLEDGE, ARCHIBALD. Romance of Peruvian Bark (*Classmate*, Aug. 9, 1941, illus.).

Relates several traditions concerning the origin of quinine. Peruvian Indians called the tree from which this medicine is derived *quinquina* (bark of barks);

the Spaniards named it *cinchona* after the Countess of Chinchón, wife of a viceroy of Peru who was cured of a fever by it in 1638. Account of its development in medical use, attempts to raise the tree elsewhere. Reference material that junior high school can use without direction. Illustration of tree and bark.

STIRLING, MARION. Jungle Housekeeping for a Geographic Expedition (*Natl. Geog.*, September 1941, p. 303-327, illus.).

Junior high school girls, and perhaps also boys, will delight in Mrs. Stirling's account. She describes the houses the expedition built in the jungle of the State of Veracruz (Mexico), something of the plants and animals that surrounded them, the social customs of an archaeologist's camp, their food, and how it was prepared. The details of kitchen equipment and Mexican dishes are so complete one may experiment. She describes the making of *tortillas*, Mexican substitute for bread and spoon; *gordas*, "fat" corn cakes; dishes made with rice, eggs, beef, pork, chicken; "hot" sauces. Her article follows one by Dr. Matthew W. Stirling describing the archaeological activities of the expedition.

Tin, Tin, Tin: Bolivia's Mountain Wealth (*Jr. Schol.*, Dec. 16-21, p. 6-7, illus.).

See Intermediate listing.

WALMSLEY, JR., W. N. The Carnauba Palm and Its Wax (*Bull. Pan Amer. Union*, January 1939, p. 31-42, illus.).

Social studies reference material. Floor wax, electric insulators, photographic films, soap, carbon paper are some of the products made from the wax of the carnauba palm, which has so many uses Humboldt called this the "tree of life." The illustrations show the growing trees, a primitive press for extracting wax, and some scenes in factories.

WHITE, C. LANGDON, and EDWIN J. FASCUE. The Green Gold of Yucatán (*Jour. Geog.*, April 1939, p. 151-155, illus.).

The henequen of Yucatán produces most of the fiber for the twine that binds the portion of the world's grain harvested with the mechanical reaper, and is to the region what sugar is to Cuba and coffee to Brazil. Good photograph of the henequen plant. The cultivation and processing are described.

V. REFERENCES FOR THE TEACHER

1. BOOKS

GOODSPEED, T. HARPER. Plant Hunters in the Andes. New York. Farrar & Rinehart, Inc. 1941. 429 p., illus.

This book is an account of two plant-hunting expeditions sent out by the University of California Botanical Garden. Although different members of the expedition touched various points in South America, the major work was confined to an intensive two years' search in Peru and Chile for certain species of *Nicotiana*. Actually, however, the expedition collected specimens of all the various plants encountered. These included plants found in desert, jungle, warm coastal plain, and high up in the Andes. The 125 photographs give excellent detail of the plants described and also include many photographs of people, communities, animals, and art. How the expedition preserved specimens and prepared them for shipping or carrying would be of particular interest to classes in nature study.

HANSON, E. P. Chile: Land of Progress. New York. Reynal & Hitchcock, Inc. 1941. 201 p.

The production of copper, nitrate, gold, iron, coal, manganese, sulphur, and other minerals in Chile are briefly summarized in Chapter 6 of this book. The last part of the chapter also reviews the manufacturing and industrial life of the country.

MATSCHAT, CECILE HILSE. Mexican Plants for American Gardens. Boston. Houghton, Mifflin Co. 1935. 268 p., illus.

Much interesting material beginning with the Aztec gardens and brought down to the gardens of modern Mexico. The Aztec flower festivals are described in Chapter 2, as well as the appearance and uses of various flowers, plants, and herbs, particularly those used for dyes, medicines, and flavorings. Chapters on the colonial gardens include interesting material on the floating

gardens near Mexico City, the famous Borda gardens at Cuernavaca, as well as the ruins of many others. Other chapters relate the explorations of noted botanists, give legends in connection with various plants, and much material on the desert cacti, wild flowers, bulbs, and shrubs. Thirty-six illustrations supplement the text and an appendix lists the common plants of Mexico and gives a brief descriptive note.

McNEIL, BLANCHE and EDNA. *First Foods of America*. New York. Sutton-house, Ltd. 1936.

Interesting material on the origin of many Mexican foods, such as beans, chili, corn, modernized Aztec foods such as tamales, tortillas, etc., as well as suggested menus for Mexican meals. Of special value to cooking classes are the numerous recipes for almost every kind of food. Included in these are the *buñuelos* eaten at Christmas time, and the delicious pecan candies, caramelized milk and candied pumpkin. Several songs about Mexican food are found in the book, together with the music. A valuable book, useful in preparing for a Mexican party in school or home.

ROMOLI, KATHLEEN. *Colombia: Gateway to South America*. Garden City, N. Y. Doubleday, Doran & Co. 1941. 364 p.

Oil production and coffee growing of Colombia are discussed in detail in Chapters 15 and 16 of this well-written book. In addition to data on yield and working of the oil wells, there is interesting material on the discovery of oil. The chapter on coffee gives an excellent description of a coffee plantation.

VERRILL, A. HYATT. *Foods America Gave the World*. Boston. L. C. Page & Co. 1937. 289 p.

Interesting and detailed information on foods native to America, including occasional legends about their origin and good descriptions of their preparation for market and for consumption. Chapters are devoted to corn, potatoes and other foods of the same family, chocolate, yerba maté, pumpkins, beans, peanuts, coconuts, nuts, pineapples and other fruits. There is a separate chapter on little known fruits as well as a chapter on foods used in Latin America which should be introduced more widely in the United States. An appendix contains a comprehensive list of American food plants classified as beverage, cereal, fruits, nuts, or roots. A second appendix contains a list of food animals. The 23 illustrations show plants described, also designs patterned on these plants found on ancient pottery.

VON HAGEN, VICTOR WOLFGANG. *Ecuador the Unknown*. New York. Oxford University Press. 1940. 269 p., illus.

The balsa trees which produce "wood that is lighter than air" are described in Chapter 8 (p. 77-83). The various uses of the wood in the airplane and other industries is described, as well as a trip into the balsa growing region of Ecuador, including information on the planting of a balsa plantation and a photograph of a clump of young balsa trees.

2. PERIODICALS AND PAMPHLETS

BENEDICT, FRANCIS G., and MORRIS STEGGERDE. *The Food of the Present-Day Maya Indians of Yucatán*. Contributions to American Archaeology, vol. 3, No. 18. The Carnegie Institution of Washington. 1937.

While this is a highly specialized study, it gives the teacher clear-cut detail on daily living. The food of the Maya in colonial times, as determined from literature, is discussed along with present foods and methods of preparation. Helpful comparisons are made: for instance, the authors found that the Maya eat little fruit compared with white people in the northern United States.

BLACKISTON, A. H. *Treasure Chests of the Spanish Main: Fishery Banks of Campeche and Yucatán* (*Bull. Pan Amer. Union*, January 1939, p. 14-25, illus.).

See Junior High School list. The elementary teacher will value the information for her lesson planning.

BRANDES, DR. E. W. *Rubber on the Rebound—East to West* (*Agric. in the Americas*, April 1941, p. 1-11, illus.).

Timely material on economic cooperation between the Americas.

BRATTON, SAM T. El Pacayal: A Coffee Finca in Guatamala (*Jour. Geog.*, February 1939, p. 45-50, illus.).

Description of a *finca* (plantation), its organization and management, a description of the growing of coffee, the harvesting and marketing. Suitable for junior high school social studies.

BRESSMAN, E. N. Inter-American Cooperation in Agriculture (*World Affairs* September 1941, p. 171-176).

Includes material on agricultural products grown in the American tropics which are complementary to those of the United States, and information on the use of each. Rubber, *abacá* (Manila hemp, Pauama), cinchona tree (source of quinine), rotemone-bearing crops, valuable for insecticidal purposes (a \$100,000,000 business); vegetable oils; babassú (Brazil), cohune (Central America), ben (benzolive tree, Haiti); castor oil, citicica, and tung products. Forest products, tropical fruits, tropical vegetables are named and uses given. Highly useful to teacher for science, commerce, elementary social studies.

BURKLAND, EDGAR. Meet the Tonka Bean (*Agric. in the Americas*, June 1941, p. 7, 10, 11, illus.).

Content interest for elementary level (see Junior High School list); science, social studies information, and material to stimulate creative writing or painting (life of the families who harvest the beans).

CAMERON, C. R. Maté: An Important Brazilian Product (*Jour. Geog.*, February 1930, p. 54-70, illus.).

Detailed information on planting, harvesting, and preparing *maté* for market; a map showing the area commercially important in maté production in Brazil. Pictures show harvesting *maté* in a cultivated forest, i. e. a natural grove with underbrush kept down, often under pasture; toasting the leaves; breaking twigs from branches; weighing a sheaf; *maté* on the way to the drying structure (*barbacuá*), and a wagon train conveying sacked *maté* to a shipping point. There is a table giving principal chemical constituents of green and black tea, coffee and maté in grams per thousand. Teacher can readily sift material of permanent value in history, science, rejecting statistics no longer applicable.

The Carnegie Institution of Washington. Maize Cultivation in Northwestern Guatemala. Contributions to American Anthropology and History, vol. 6, no. 33. Washington. 1940.

This study, based on data collected in the field by Raymond Sladelman, was made for the purpose of better understanding the role of maize in the economy of pre-Columbian peoples of the Maya area, through observation of its present-day role in the economy and culture of the area. Both method and findings will interest the teacher, and the section on magico-religious rites connected with the cultivation of maize will background accounts of present-day corn festivals mentioned in some of the children's books.

COCHRAN, DORIS M. Brazil Bound (*Nature*, January 1940, p. 9-12, illus.).

See Junior High School list. Content interest for upper elementary grades.

Coffee Plastic (*Bull. Pan Amer. Union*, April 1939, p. 594-595, illus.).

Will add valuable information and new interest to a study of coffee at either elementary or secondary level. See Junior High School list.

CURRAN, C. H. Insect Lore of the Aztecs (*Nat. Hist.*, March 1936, p. 196-203, illus.).

See Junior High School list. Content interest for upper elementary grades, which may be related to current problems.

DA SILVA, SILVINO. Unexploited Products of the Amazon Region (*Bull. Pan Amer. Union*, December 1936, p. 932-935, illus.).

There has been more extensive development of the Amazon region since this article was written, but the information on the products is staple. Uses of products listed are given and photographs show babassú nuts (about the size of a lemon, in bunches of 400 or more); a field of young manioc plants (tapioca is the form in which it is generally known in the United States); and Brazil nuts in outer shell. Could be assigned to junior high school children as supplementary reference for science and social studies. They may be interested to look for these products in foods, medicines, etc. available in their own community, especially tapioca, Brazil nuts, ucuhuba wax (candles, soap),

murmurú tallow (margarine, soap), pataná oil (cooking oil, etc.). It is current practice to list on the wrapper of commercial products the materials that go into the composition of the content.

DICKEN, SAMUEL N. Corn and Wheat in Mexico's Changing Economy (*Jour. Geog.*, March 1939, p. 99-109, illus.).

Account of the silent but significant rivalry that is developing in Mexico between a very old crop, corn, and a comparatively new one, wheat, which may mean fewer *tortillas* and more white bread. Two maps show areas of corn production and wheat production in 1935. Changing methods of agriculture and milling are significant evidence of the influence of the United States and Europe on the cultural pattern.

FOSTER, IDAH S. Marketing under the Southern Cross (*Amer. For. Serv. Jour.*, August 1941, p. 450-452, illus.).

Housekeeper's description of a market, different from traveler's. The wife of the Consul General at São Paulo shops for a special dinner, and tells of opening, closing arrangements of the market, shopping customs, use of the varied produce on display. Vegetables not common in the United States, but occasionally found in specialty shops of the large cities are described: *chuchú*, a pale green vegetable shaped like a pear, that grows on a vine; *abobrinha*, thin skinned, like our summer squash; the *margarida* and *cará*, varieties of potato; also native fruits such as the *maracuja*, *cambucy*, *goiabas*, *mamões*, *carambolas*, *dedo* and *maçã* bananas; meat; fish such as the *polvo*, *ronballo*; varieties of orchids. For identification or for contrast with local products. Good picture of "carregadores," small boys who carry the shopper's basket while she selects what she will have, and carry home her purchases. For teachers of junior high school.

GILL, RICHARD C. Curari, the Flying Death (*Nat. Hist.*, November 1935, p. 279, illus.).

Compact information to answer children's questions about the use of poisoned darts; in popular style. Curari is the poison employed on darts shot from blow-guns by natives of the jungles at the headwaters of the Amazon, and may prove of value to civilized medical science. Notes on the history of the use of poison, on the locale where this investigation was made—the eastern slope of the Andes of Ecuador, pictures of this locale, and an illustration of a branch of the *Strychnos toxifera* from whose bark the brown extract derives.

——— Herbs and Simples, Jungle Style (*Nat. hist.*, January 1938, p. 29-33).

An introduction to the pharmacopoeia of the Amazon region from the personal experience approach, recommended for a point of view that is interesting and different. The student of natural science will find a list of the plants most sought for by the jungle-wise witch doctor. Plants listed are used by Indians for astringents, carminatives, poultices, depilatories, hair-oils, shampoos, etc. Achioté, the paprika of commerce, is widely used as a face paint and lip-rouge and as a counter-irritant for humans and animals.

GREEN, PHILIP LEONARD. Cuba: Caribbean Outpost (*Agric. in the Americas*, April 1941).

Includes discussion of sugar, its place in Cuban economy and the weakness of this "single crop" economy; the policy of diversified agriculture which many Cuban leaders urge. Good general view.

MACGOWAN, H. P. Latin America as a Source of Strategic Materials (*Bull. Pan Amer. Union*, February 1941, p. 94-108, illus.).

Brief discussion of materials of strategic importance found in Latin America. Tin, manganese, rubber, antimony, mica, chromium, tungsten, mercury, cinchona bark, quartz crystals (used for radio and certain scientific instruments), nickel, manila fiber or abacá, charcoal made from coconut shells, silk, hides wool, tanning materials, platinum, kapok, aluminum, graphite, asbestos, cork, iodine, vanadium, molybdenum, nitrates, zirconium ore, magnesium, cobalt, beryllium, are listed as having strategic importance in varying degrees. Available figures on production and imports are given; sources of these materials and results of certain experiments in production such as the *abacá* experiment in Central America and Colombia. The brief descriptions will give the teacher basic material for lesson planning or reference.

——— The Trade Agreement with Argentina (*Foreign Commerce Weekly*, Oct. 25, 1941, p. 8-9, 40).

Discussion of recent trade treaty signed with Argentina. Contains a list covering several columns of products and commodities involved in commerce between the two nations.

MASON, GREGORY. Native American Food (*Nat. Hist.*, April 1936, p. 309-318, illus.).

Material for lesson planning for elementary teacher. See Junior High School list.

NEWHALL, BEATRICE. Chocolate in New Spain (*Bull. Pan Amer. Union*, October 1936, p. 786, illus.).

See Junior High School list. The information pertaining to the plant and its fruit and carefully selected illustrations of tree, pods and seeds helpful for the elementary teacher. The Aztec symbol pictured which denotes 20 baskets of ground cacao is useful for study of the ways in which man has kept records through the ages.

OVERBECK, ALICIA O'REARDON. Tin, the Cinderella Metal (*Natl. Geog.*, November 1940, p. 659-684, illus.).

Excellent overview of the significance of tin in our civilization, its distribution, production and use. There are good pictures of the various processes in its mining and manufacturing. More than half of the photographs have a Bolivian locale. The author states that she lived for six years in a tin mining camp high in the Andes, and her description of Bolivia's part in the romance of tin is detailed and comprehensive.

Pan American Union. Commodities of Commerce Series. Washington. Pamphlets. Illus. 5¢ each.

For elementary teacher's lesson planning. See Junior High School list.

POUGH, FREDERICK H. Gems for April (*Nat. Hist.*, April 1941, p. 211, illus.).

Content interest for elementary grades. See Junior High School list.

RICH, JOHN L. The Nitrate District of Tarapacá, Chile: An Aerial Traverse (*Geog. Rev.*, January 1941, p. 1-22, illus.).

The 22 pictures show typical aspects of the nitrate industry and the kind of region where nitrate is found. The aerial photographs and map of the nitrate district of Tarapacá will be worthwhile for the teacher in any extended study of nitrate though technical terms are used in speaking of physiographic features of the area and extraction and processing of the nitrate.

Rio Reports (*Brazil Today*, June-Aug. 1941. p. 12-13).

Short paragraphs on manganese, lead, mica, asphalt, graphite, marble, gold.

To supplement other material on these minerals.

SHEPPARD, GEORGE. The Salt Industry in Ecuador (*Geog. Rev.*, July 1932, p. 403-410, illus.).

The mining process used at the time this article was written was one used centuries ago. Specialized geological article; science, social studies reference for teacher of junior high school or high school. Four photographs of salt workings. Children living near salt areas in the United States might wish to correspond with children living near salt areas in Ecuador; a map shows distribution of salt deposits and adjacent centers.

STIRLING, MARION. Jungle Housekeeping for a Geographic Expedition (*Natl. Geog.*, September 1941, p. 303-327, illus.).

Content interest for all levels. See Junior High School list.

United Fruit Company. Educational Department. The Story of the Banana. Boston. 1936. 56 p., illus.

All phases of the banana are discussed: history, cultivation, shipping, value as a food. No charge.

United States Tariff Commission. Latin America as a Source of Strategic and Other Essential Materials. Report no. 144, second series. Washington. 1941.

A list of strategic and critical materials as defined by the Army and Navy Munitions Board. The Tariff Commission has assembled and organized extensive information on the sources of these materials and general economic information concerning them. Part I deals with Mineral Products. Part II is entitled "Agricultural, Pastoral and Forest Products." While this is a

specialized report, the encyclopedic nature of much of the material makes this pamphlet a valuable addition to a school library. Teachers of all levels and children above elementary school level will find it convenient to consult. Antimony ore, bauxite, chrome ore, copper, iodine, manganese ore, tungsten, zinc, etc.; cacao beans, cinchona bark, copra, jute, quebracho wood, are all treated. Tables, graphs. For sale by Supt. of Documents, Washington, D. C., 50¢.

VERGARA Y VERGARA, JOSÉ MARÍA. A Cup of Chocolate (*Bull. Pan Amer. Union*, August 1931, p. 823-825).

For "flavor" in a unit study.

VON HAGEN, CHRISTINE. Francisco's Lucky Day (*Jr. Red Cross News*, Mar.-Apr. 1941, story, illus.).

Primary children would enjoy hearing this story told by the teacher. See Intermediate list.

VON HAGEN, WOLFGANG. The Ant that Carries a Parasol (*Nat. Hist.*, January 1939, p. 27-32, illus.).

Parasol ants are among the insects eaten by man. The author notes that in Honduras the Indians snap off the head, legs, and wings and toast them on stones. They have a pungent oily taste somewhat resembling crisped bacon. The author notes another use: when the soldier ants of this colony bite, they hold on so tightly that they can be used to suture wounds. The cut is held together and live ants placed near the wound. The ants bite deep, clamping the two edges of skin together as in a vise, and do not relax their hold even when decapitated. If it were aseptic, the method could be valuable in emergency.

WAGG, 3RD, ALFRED. How the Tropical Half Lives (*Chr. Sci. Mon.*, Oct. 18, 1941, Weekly Mag. Sec., illus.).

Short article stressing importance of automatic refrigeration in tropical homes. Reasons for abundance or lack of certain staple foods in tropical diet. Good picture of a giant tree in tropical forest setting.

WALMSLEY, JR., W. N. The Carnauba Palm and its Wax (*Bull. Pan Amer. Union*, January 1939, p. 31-42, illus.).

Social studies reference material for teacher in upper elementary grades. See Junior High School list.

WHITE, C. LANGDON, and EDWIN J. FASCUE. The Green Gold of Yucatán (*Jour. Geog.*, April 1939, p. 151-155, illus.).

Content material on henequin. See Junior High School list.

WILLCUTS, VIRGINIA. A Sixth Grade Movie Project on the Study of Tin (*Jour. Geog.*, October 1930, p. 306-310).

General information about tin at level of a particular sixth grade. The article includes a general survey of the world's supply of tin; approximately a page of information applies specifically to Bolivia. Material on the appearance of tin when it comes from the earth (crystals with brilliant luster), articles made of tin, uses of tin, location of deposits over the earth, types of processing. Teacher should note changes in type of labor, machinery, transportation methods; but facts about the mineral and the organization of material will be helpful.

WILSON, CHARLES MORROW. Our Future in Central America (*Travel*, September 1941, p. 7-11, illus.).

Deals with the importance to the people of the United States of the new agricultural development in Central America, discussing food and mineral resources and listing commodities which the United States is obliged to import and which Central America can supply.

WRIGHT, CHARLES WILL. Tin in Inter-American Relations (*Inter-Amer. Quarterly*, January 1940, p. 68-78).

General material on the tin belt of Bolivia with current material on present production and values, and working conditions; map showing location of mines, including world's largest tin mine, useful for social studies in junior high school.

KEY TO ABBREVIATIONS

Agric. in the Americas.....	Agriculture in the Americas.
Amer. For. Serv. Jour.....	American Foreign Service Journal.
Bull. Pan Amer. Union.....	Bulletin of the Pan American Union.
Chr. Sci. Mon.....	Christian Science Monitor.
Geog. Rev.....	Geographical Review.
Inter-Amer. Quarterly.....	Inter-American Quarterly.
Jour. Geog.....	Journal of Geography.
Jr. Arts and Activ.....	Junior Arts and Activities.
Jr. Red Cross News.....	American Junior Red Cross News.
Jr. Schol.....	Junior Scholastic.
Natl. Geog.....	National Geographic Magazine.
Nat. Hist.....	Natural History.

TEACHER'S ADDITIONS

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{ Children of the Other Americas }

THEIR ANIMAL WORLD

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THEIR ANIMAL WORLD

I. INTRODUCTION

The interest of children in animals is universal and the children of Latin America, in common with those of the United States, have pets that share their love and care. Many of the domesticated animals were introduced into the Americas by European colonists.

The Indians of the Americas had never seen horse or cow until the sixteenth century, but long before Pizarro, llamas were used by the ancient Peruvians as beasts of burden and for their milk and wool and hides. How long ago llamas were tamed no one knows, but for hundreds of years they have been friends and close companions of the Andean people. Lake Titicaca, forming a portion of the boundary between Peru and Bolivia is in the heart of llama-land. Here in sheltered valleys high in the Andes mountains where baby llamas feed on little herbs and mothers browse the nourishing *icho* grass, where children live in little pink and blue houses the scenes of many llama stories have been laid.

Far away and down in the Amazon jungle, the largest of American cats, the tawny jaguar, stalks his prey. The jaguar skin, a symbol of bravery, appears in many Mayan adventure tales.

The *coati*, the furry little animal that curls up like a cat, is one of the most active and hardy of the forest animals, but is easily tamed and makes an excellent pet.

The great majority of animals indigenous to South America live in the great equatorial forest. It is here that monkeys are found and toucans, parrots, snakes, lizards, beetles, and butterflies abound.

In the earliest years of human history man was very much at the mercy of his animal neighbors. Today it is only the insects that contest his supremacy, especially in the rainy tropics, where they practically condition his way of life. Against many insects man must continue to wage a costly warfare while on the other hand wild game has decreased to such an extent that international treaties have been made to protect migratory birds and fish.

The references that follow will suggest to teacher and pupil alike another aspect of the world in which the children of Latin America live.

II. REFERENCES FOR THE PRIMARY GRADES

1. BOOKS

ARMER, LAURA ADAMS. *The Forest Pool*. New York. Longmans, Green & Co. 1938. 40 p., illus.

A simple story of two little Mexican boys, an iguana and a parrot. There is a brief mention of Moctezuma and his cloak of hummingbird feathers, as well as life in the ancient city of the hummingbirds. Also a legend of the iguanas. Beautifully illustrated in colors. Picture book format.

BARRIS, ANNA ANDREWS. Red tassels for Huki in Peru. Chicago. Albert P. Whitman & Co. 1939. 62 p., illus.

Good information on the habits of llamas and customs of the people. What happens to Huki when he runs away and a lion tries to capture him. Good material also on homes, clothing, a dance.

BEIM, LORRAINE JERROLD. The Burro that Had a Name. New York. Harcourt, Brace & Co. 1939. Illus.

Brief, simple story of a little Mexican boy who wanted a burro and insisted that the burro have a name, a fact which helps him find him when he is lost. Picture book format. Might be used to stimulate art work.

BENNETT, VIRGINIA. María Mello and Her Monkey. New York. Grosset & Dunlap, Inc. Illus.

Charming story of little Brazilian girl and her monkey. She lives in a house on stilts and her father gathers rubber. Good handling of environment, description of way of life.

BODRERO, JAMES. Bomba. New York. Random House. 1939. 31 p., illus.

The life of a baby burro and his training. His experiences when he is stolen by bandits, put in prison, escapes to the United States and is bought as a pet for a little boy and girl make a humorous story of picture book type. Amusing illustrations.

DESMOND, ALICE CURTIS. The Lucky Llama. New York. The Macmillan Co. 1939. 63 p., illus.

A simple, informative story giving many of the customs of the country and a good picture of village life. Gives Kalu's experiences in the home of the Indian who rescues him from a fierce condor. Includes legend of why white llama never works. Colorful word pictures useful in motivating art work.

GILL, RICHARD C. Kalu the Llama. New York. Henry Holt & Co. 1939.

An amusing story of a pet llama in Ecuador who thought it would be more fun to be a horse, and his adventures when he wanders away from the herd. Excellent illustrations.

JACKSON, CHARLOTTE E. Tito, the Pig of Guatemala. New York. Dodd, Mead & Co. 1940. 73 p., illus.

A Guatemalan boy takes his pet pig to market. The trouble begins when the pig eats the father's identification card and he is thrown into jail. Much excitement follows, but through the pig's antics the father is finally freed. A humorous story with much of interest on the customs of the country. Bright, colorful illustrations.

LEE, MELICENT HUMASON. At the Jungle's Edge. New York. Thomas Y. Crowell Co. 1938. 118 p., illus.

Information on animals and birds of Costa Rica, good description of the Central American jungle and of cacao. Well illustrated. A useful book for nature study, social studies.

MALKUS, ALIDA SIMS. The Silver Llama. Philadelphia. John C. Winston Co. 1939. 108 p., illus.

Well told story of Peru in general and of the habits and training of llamas in particular. What happens when the "Silver Llama" has to make his way in the world. The legends of the white llama (which traditionally doesn't work) is included as well as a story of the Spanish invasion. The Silver Llama brings good luck when he helps find the golden basin filled with jewels. Beautifully illustrated in color, showing dress of Peruvian Indians. For general information as well as study of llama. History, art.

PURNELL, IDELLA. The Merry Frogs. New York. Suttonhouse Ltd. 1936. Illus.

Interesting legends of the Aztecs and Mayas, simply told. Includes legends on Indians, plants and animals. Well illustrated.

STEEN, ELIZABETH K. Red Jungle Boy. New York. Harcourt, Brace & Co. 1937. 80 p., illus.

A well-written account of the everyday life of the Carajá Indians in Brazil. Their adventures on fishing and hunting expeditions and much information about jungle life and the habits of the animals is told in an interesting way. In addition there is material on the Indians' food, their dress, games and a dance. Striking illustrations in color add to the value of the book.

WOODARD, STACY and HORACE. *The Adventures of Chico*. New York. Stackpole Sons. 1938. Illus.

A book based on the movie of the same name. Has excellent pictures and interesting material on Mexican birds and animals simply told. Good for nature study and supplementary reading.

2. PERIODICALS AND PAMPHLETS

GOETZ, DELIA. *The Ox that Got into Mischief* (*Jr. Red Cross News*, February 1940, p. 1-3, illus.).

A story of olden times in Guatemala popular with children living there today. Buey Limón, the ox who wandered around by himself and ate the green leaves and young ears of corn in Don Pedro's field, is a convincing character. Children will enjoy the feeling of mystery and suspense until Don Pedro and his sons solve the mystery of Buey Limón's entrance into their fields. Reference to the night bird of Guatemala called the *puhuy*. For story telling, dramatization, art.

Jungle Gossip (*Jr. Red Cross News*, November 1939, picture).

Front cover: colored picture of a monkey and parrot, with great appeal for children.

III. REFERENCES FOR THE INTERMEDIATE GRADES

1. BOOKS

BROWN, ROSE. *Two Children of Brazil*. New York. J. B. Lippincott Co. 1940. 229 p., illus.

A good book for general background on Brazil, with detailed information on the many insects and the wide variety of butterflies found in Brazil which would make it useful in nature study and of particular interest to children who collect butterflies.

COATSWORTH, ELIZABETH. *The Boy with the Parrot: A Story of Guatemala*. New York. The Macmillan Co. 1930. 101 p., illus.

A young boy from a village on Lake Atitlán starts out with a peddler's pack to go to the capital, and has many adventures along the way. The parrot he buys makes a diverting companion. Told with understanding of the country.

DITMARS, RAYMOND L. *The Book of Zoography*. New York. J. B. Lippincott. 1934. Illus.

Contains good illustrations and splendid maps showing locations where various animals live. Chapter each on Central and South American animals, including those little known or found only in the Americas as well as the better known animals like the *guanaco vicuña*, *llama*.

LEE, MELICENT HUMASON. *At the Jungle's Edge*. New York. Thomas Y. Crowell Co. 1938. 118 p., illus.

A good description of growing cacao and preparing it for market, together with information on animals and birds of Costa Rica, and on the Central American jungle. Well illustrated. A useful book for nature study, social studies.

MALKUS, ALIDA SIMS. *The Silver Llama*.

See Primary list.

PURNELL, IDELLA, and JOHN WEATHERWAX. *The Talking Bird: An Aztec Story Book*. New York. The Macmillan Co. 1930. 95 p., illus.

Fairy tales and legends of the Aztecs which Paco's grandfather told him.

QUIROGA, HORACIO. *South American Jungle Legends*. Tr. by Arthur Livingston. New York. Dodd, Mead Co. 1922. Illus.

Amusing stories and legends of the jungle animals translated into English from the Spanish.

SAWYER, RUTH. *The Least One*. New York. Viking Press. 1941. 88 p., illus.

A charming story of little Paco who wanted more than anything else to own Chiquitico, a baby burro "the color of soft gray clouds" and "the least one" of the family of burros in his father's pack train. Day after day Paco and his pet play under the sky until the morning when Chiquitico has a pack strapped on

his back and the little boy is apprenticed to a sandal-maker. When the burro does not return that night, and for many days more, Paco is inconsolable. Children will delight with him when he at last finds his pet. Told with sympathy and understanding and illustrated with amusing pictures in color.

THOMAS, MARGARET LORING. *The Burro's Money Bag*. New York. Abingdon Press. 1931. 123 p., illus.

How a little boy earns money to buy a burro for a pet and to help him in his work, selling gardenias at the train, and his distress when the burro is lost, make a charming story. The book gives a good picture of everyday life among the Mexican peasants.

——— *Paulo in the Chilean Desert*. New York. Bobbs-Merrill Co. 1934. 190 p., illus.

The detailed description of a chinchilla hunt is included in this story of a young boy who learns to fend for himself, and whose home is in the Chilean desert.

WALDECK, JO BESSE M. *Little Jungle Village*. New York. Viking Press. 1940. 176 p., illus.

Description of the animals which the two little Arawak Indian children encounter in their adventures of starting a jungle village are included in this book. In addition there is well-presented information on the plants and trees of the jungle and the life of the Indians.

WALDECK, THEODORE. *The White Panther*. New York. Viking Press. 1941. 193 p., illus.

The imaginary story of a white panther cub and his training to fend for himself. The book gives much incidental information on birds and animals of the jungle and their habits. There is mention of the bell-bird, toucan, parakeet, canary and organ bird. The white panther's encounters with other animals of the jungle—monkeys, jaguar, crocodile, wild hogs and ocelot—produce many tense situations in the story.

WOODARD, STACY and HORACE. *The Adventures of Chico*.
See Primary list.

2. PERIODICALS AND PAMPHLETS

Ants under Parasols (*Jr. Nat. Hist.*, November 1940, p. 8-9, illus.).

Story of the "parasol parade" of these strange ants, their underground gardening. Leaves chewed into pellets and left to decay form a bed of rich leaf mold, from which springs a fungus growth like hundreds of tiny mushrooms. These grayish, spongy masses of fungus are the food of the parasol ant. Three photographs by V. Wolfgang von Hagen include an excellent close-up of the fungus gardens. Attractive format, large print.

CASARES, JORGE. In Praise of the Ovenbird (*Bull. Pan Amer. Union*, September 1936, p. 721-723, illus.).

Delightful description of the favorite bird of the Argentine people, not too difficult for children in the fifth grade to read. The Indians admired the bird who would construct a dwelling better suited to need than their own, and never hunted the ovenbird. The gauchos made legends about it. For pioneers it was a companion in the pampa solitude. Natural science, social studies, language arts.

CHAPMAN, FRANK M. My Monkey Neighbors on Barro Colorado (*Nat. Hist.*, September 1937, p. 471-479, illus.).

Barro Colorado (the name means "red mud") is a natural preserve, an island created when Gatún Lake was formed, used as a laboratory for investigations of tropical life. A series of pictures called "A Monkey Highway" shows how monkeys forced to leap a 25-foot gap did their stunt.

Condor, The (*Jr. Arts and Activ.*, January 1941, p. 18, illus.).

Concise information about the largest of flying birds, the condor. Sketches show a large one poised on a crag, a smaller one in flight, nest and eggs. Useful for nature notebook.

FARRAN, DON. Tico-Tico (*Child Life*, March 1941, story, 3 p., illus.).

Didi lived on a *fazenda* (plantation) in Brazil where the green wall of the jungle pushed against the cultivated land, and orchids bloomed in the crotches of trees, high up where wild parrots had carried seed. In the pasture where

zebu oxen with humps on their necks. Didi wanted to go to Rio de Janeiro but was afraid Virabosta, the bird of prey, would get her sparrow Tico-Tico. The cook's nephew saved Tico-Tico by bringing *Juiz de Paz* (Justice of the Peace) a big bird who will always try to separate two birds that fight. The real name of Juiz de Paz is Jacamín. For some reason Spanish names are substituted for the Portuguese, as "Juan" for "João."

LEDIG, ELIZABETH LINEBACK. Barbecue in the Andes (*Jr. Red Cross News*, February 1940, p. 11-13, story, illus.).

Charming story with incidental material concerning domestic animals of the Andes. Descriptions of sheep ranch. method by which the sheep are annually graded, cleansed of ticks, counted and separated according to age and sex.

MAIKUS, ALIDA. Eleven Thousand Llamas (*Story Parade*, April 1939, p. 30-40, illus.).

Short story, adventure of Indian boy and his llama. When the llama crops a bunch of grass growing from beneath a rock, the boy finds gold that might have been buried by his ancestors. Provides approach to the history of the Incas before the Spanish conquest and gives glimpses of present-day life and customs of herdsmen in the Andes.

VEGA, LUIS ROSADO. The Story of the Puhuy Bird (*Jr. Red Cross News*, April 1937, p. 227-228, story, illus.).

A myth telling how the *puhuy*, a bird common to Mayaland, lost its coat and now only comes out at night to look for the one who cheated him. The story has possibilities for dramatization, for the making of colorful costumes and stage settings, for the making of pictorial maps and for stimulating interest in birds and in myths. (The inside cover illustrates the scene where the Indian god chooses the peacock for the king of birds while the puhuy, who gave his feathers to the peacock, is seen in the background.)

VON HAGEN, VICTOR WOLFGANG. Strange Creatures of the Old New World. (Chr. Sci. Mon., Oct. 9-Dec. 25, 1941, illus.).

Series of 12 articles beginning October 9, 1941, and continuing on successive Thursdays. An introductory article followed by more specialized articles featuring animals like the giant tortoise of the Galápagos Islands, the sloth, anteater, umbrella ant. Well illustrated. Forms a good unit on animals, for upper elementary grades.

WATSON, CAPT. EDWARD H., U. S. N. The Captain's Monkeys (*Amer. For. Serv. Jour.*, December 1936, p. 661, story, illus.).

Amusing sea story, from the U.S. Naval Institute Proceedings. The plot will appeal to the sense of fair play of 5th and 6th grade children. Reading for pleasure.

IV: REFERENCES FOR THE JUNIOR HIGH SCHOOL

1. BOOKS

DITMARS, RAYMOND L. The Book of Zoography. New York. J. B. Lippincott Co. 1940. 229 p., illus.

See Intermediate list.

GILL, RICHARD C. Manga. New York. Frederick A. Stokes Co. 1937. 268 p.

Well written, swift moving story of adventure in the jungles of Ecuador. Describes customs of the Indians, a young American's association with them and the friendship which develops. Good information on birds and animals.

WALDECK, THEODORE. The White Panther.

See Intermediate list.

WIESE, KURT. The Parrot Dealer, New York. Coward-McCann, Inc. 1932. 239 p., illus.

Good, detailed description of a shark fishing expedition, a jaguar hunt, trip with a mule train, capturing an anteater, wild pigs and a toucan, as well as material on parrots. Interesting material about the country and people, well presented. Useful in nature study.

2. PERIODICALS AND PAMPHLETS

BENTLEY, ALFRED M. Cruise of the Kinkajou (*Natl. Geog.*, September 1941 p. 339-366).

A cruise to the desert islands which dot the Pacific off the coast of Lower California, Mexico; project of the Colorado Museum of Natural History. Much information on the variety and habits of birds, sharks, marlin, giant manta ray, etc. The elephant seal is so called from its flexible proboscis which attains a maximum length of 16 inches and apparently serves no useful purpose. See also "Birds and Beasts of Mexico's Desert Islands" listed below.

Birds and Beasts of Mexico's Desert Islands (*Natl. Geog.*, September 1941, p. 353-360).

Twelve natural color photographs show marlin, blue-footed booby family, elephant seals, etc. Accompany article by Alfred M. Bailey listed above.

CASARES, JORGE. In Praise of the Ovenbird (*Bull. Pan Amer. Union*, September 1936, p. 721-723, illus.).

See Intermediate listing.

CHAPMAN, FRANK M. JOSÉ. Two Months from the Life of a Barro Colorado Coatí (*Nat. Hist.*, April 1935, p. 299-308, illus.).

A scientist's observations of a pet *coatí* (close relative of North America's raccoon), delightfully told. How Dr. Chapman won the *coatí*'s confidence; how picric acid stains identified the small José.

——— José. 1936 (*Nat. Hist.*, September 1936, p. 126-134, illus.).

Further adventures of the *coatí* which won a place on the American Museum's expedition at Barro Colorado. A center spread shows José in six poses, and there are two more pictures of the scientist's pet.

——— José. 1937 (*Nat. Hist.*, September 1937, p. 525, illus.).

Final chapter in the life of a little animal intelligent enough to seek the care and protection of man between periodic forays into the jungle to look for a mate.

COCHRAN, DORIS M. Brazil Bound (*Nature*, January 1940, p. 9-12, illus.).

Dr. Cochran, who is on the staff of the United States National Museum, went to Brazil at the invitation of Dr. Adolpho Lutz, eminent pioneer in tropical medicine and biology, whose failing eyesight made it impossible to complete a monograph on Brazilian frogs. She tells about catching tropical frogs and gives interesting glimpses of things Brazilian along the way, especially fauna and flora. There is a description of the remarkable crater-like nest of the giant tree-toad (*Hyla faber*) and a full-page illustration which shows it. Dr. Cochran's contacts with Brazilian scientists add to the value of this reference.

CURRAN, C. H. Insect Lore of the aztecs (*Nat. Hist.*, March 1936, p. 196-203, illus.).

The average Aztec of four centuries ago knew a great deal about insects. For most of those that were poisonous they had remedies, and many of the others they used as food. Grasshoppers formed an important part of diet, and honey-making insects received attention. The *General History of the Things of New Spain* completed by Sahagún in 1560 is authority for the Aztecs' interest in natural history, and this article reproduces 20 native drawings taken from that work. Very good source material.

DUNCAN, DAVID D. Fighting Giants of the Humboldt (*Natl. Geog.*, March 1941, p. 373-400, illus.).

Account of an expedition to the Pacific Coast of South America authorized by the American Museum of Natural History and headed by Michael Lerner of New York. The vocabulary is somewhat technical but not too difficult. Of special interest: the swordfish, the giant squid, feared by all natives because of its teeth-encrusted tentacles and the blinding inky fluid it shoots from a sac in its body; the "burro redcaps" which carry home the fishermen's catch unaccompanied; the "avian sanitation corps" of vultures. Good pictures, including two pictures of clouds of cormorants, with some explanation of the guano industry.

EARLE, OLIVE. Insect Factories (*Nat. Hist.*, January 1940, p. 44-45, illus.).

A very short, concise account of the cochineal insect from which the Aztec and Peruvian Indians obtained a scarlet dye, and an illustration showing a cochineal insect and a type of cactus on which it lives and thrives. In this article there is also information about lac insects.

FISHER, ARTHUR. Concerning Crocodiles (*Nature*, March 1941, p. 155-158, illus.).

Adventure adds to the interest of the informative material concerning crocodiles, which are known as *caimán* in South America except in Brazil, where they are called *jacaré*. Accompanied by a negro who can simulate the call of the *jacaré*, the author goes on a night hunt in the delta region of the lower Amazon and "bags a big one"—but it is devoured by *piranhas*, the tiny, swarming, man-eating fish. Photographs show crocodiles, an alligator for comparison, *piranhas*.

——— Marajo: Paradise of Bird Life and Lesson in Protection (*Nature*, January 1939, p. 35-38, illus.).

The little known island of Marajo, as large as Denmark and lying directly in the mouth of the Amazon River, seems to the author "an ornithological Eden." Idyllic description of thousands of brilliantly colored birds winging to the fishing grounds; white herons, scarlet ibises, rare egrets, hawk-headed parrots, red and blue macaws. Five illustrations.

——— The South American Lung Fish (*Nature*, June-July 1940, p. 365, illus.).

When the dry season comes to the swamps of the Amazon Basin the lung fish burrows into the mud, and its cellular air-bladder functions as a lung. When the rains return the lung again becomes an air-bladder, the fish swims away. Of interest when studying amphibians.

MANN, WILLIAM M. Monkey Folk (*Natl. Geog.*, May 1938, p. 615-655, illus.).

The Director of the National Zoological Park, Washington, D. C. writes engagingly of monkeys and their life. Much information concerning varieties of monkeys, their native habitats, life in captivity; photographs and paintings from life, by Elie Cheverlange, reproduced in color, have great appeal. The author remarks that lions and tigers are "superb snobs": the monkey's interested response to visitors accounts in large part for his popularity at the zoo.

POUGH, RICHARD H. Massacred for Millinery (*Bird Lore*, Sept.-Oct., 1940, p. 395-404, illus.).

Includes description of the hunting of giant Andean condors with high-powered rifles. The hunters climb to heights that will command the caves in the cliff to which the condors retreat at night, and shoot them as they soar. Downy white young birds, unable to fly for many months after hatching, wait helplessly for food.

STROOCK, SYLVAN I. The Story of Vicuña, the World's Finest Fabric. Pamphlet. S. Stroock & Co., Inc., 404 Fifth Avenue, New York. 1937. 23 p., illus. 25¢ for three copies.

Concise and comprehensive account of the vicuña and its habitat and of the intricate processes required to manufacture the fleece into cloth. Historic and legendary accounts of settlements in the Andine region where the animal is found, methods of hunting used by the Indians, and the conservation measures taken by the Peruvian government. Useful for social studies.

THOMAS, ESTELLE WEBB. Amigo (*Story Parade*, April 1939, p. 26-29, illus.).

A humorous story in rhyme about young Rodrigo and his burro, Amigo, who are on their way to a fiesta on St. John's Day. Illustrations by Ellis Credle will appeal to children. They show Rodrigo and his donkey, his friends, their sombreros, a *petate* (sleeping mat), a coconut tree, cactus plants. Recreational reading.

VON HAGEN, WOLFGANG. The Flamingoes of the Galápagos Islands (*Nat. Hist.*, February 1937, p. 137-139, illus.).

Describes the fantastic birds in their nesting colony at hatching time, amid the desolate beauty of tiny Jervis Island. Photographs show the birds and conical mounds containing the eggs, in the natural environment. Natural science.

——— In Search of the Quetzal (*Chr. Sci. Mon.*, Weekly Mag. Section, July 19, 1941, illus.).

The author unites recent scientific investigation of the quetzal bird of Guatemala with popular myth and clears up some misconceptions. A quetzal is alive in captivity at the Zoological Park, St. Louis, Mo. There is a description of the plumage and habits of the bird, an illustration in color showing the quetzal, and a colored picture of a Maya priest's headdress in a Milwaukee

Museum exhibit. For natural science and history at junior high school interest and reading level.

FISHER, ARTHUR. Strange Creatures of the Old New World (*Chr. Sci. Mon.*, Oct. 9-Dec. 25, illus.).

Series of 12 articles. See Intermediate list.

WATSON, CAPT. EDWARD H., U. S. N. The Captain's Monkeys (*Amer. For. Serv. Jour.*, December 1936, p. 661, story, illus.).

See Intermediate list.

WILSON, CARL L. The Parasol Ant: America's First Farmer (*Nature*, March 1941, illus.).

The life and ways of the parasol ant which is an agricultural pest throughout the American tropics. Much information, delightful style. The parasol ants destroy the leaves of citrus plants, coffee plants, and banana trees. They do not eat the leaves but manufacture food substance using them.

V. REFERENCES FOR THE TEACHER

1. BOOKS

CUTRIGHT, PAUL RUSSELL. The Great Naturalists Explore South America. New York. The Macmillan Co. 1940. 340 p., illus.

The book begins with a brief summary of the experiences of the great naturalists who explored South America. The rest of the book contains detailed and authenticated information on animals, birds, butterflies, reptiles, insects, and fish of South America. There is information on the habits of the animals as well as on their environment, all told in an interesting and dramatic way, much of which could be read by older children. There are individual chapters on the following: vampire bat, armadillos, sloths, anteater, puma, jaguar, coatí, peccaries, tapir, guanaco, manatee, monkeys, rhea, condor, hoatzin, toucans, hummingbirds, cock-of-the-rock, turtles, crocodiles, giant reptiles, dangerous fish, insects, butterflies and bird migrants. The 39 excellent photographs add greatly to the value of the text. The book also contains a comprehensive bibliography of literature on natural history.

GIBSON, HUGH. Rio. New York. Doubleday, Doran & Co. 1937. 263 p., illus.

Chapter 12, Jungle Ways in Town, makes brief mention of animals such as the armadillo, sloth, and monkey which are found near the towns, as well as particularly interesting material describing birds and their habits, butterflies, moths, and insects. Chapter 13 is devoted to fishing in Brazil. The information in both chapters is presented in a way to hold the interest of the general reader.

ROMOLI, KATHLEEN. Colombia: Gateway to South America. Garden City, N. Y. Doubleday, Doran & Co. 1941. 364 p., illus.

In an entertaining chapter entitled "Animals I Have Not Known" (Chapter 33), the author gives a great deal of information on the animals of Colombia. The docile river cow, the playful raccoons, monkeys that "fit into your hand" and the *monos blancos* (white monkeys), as well as fierce wild hogs and jaguars, the carnivorous *tambocha* ants are all described in the chapter.

SANDERSON, IVAN T. Caribbean Treasure. New York. Viking Press. 1939. 202 p., illus.

The experiences of the author in his travels through the jungles of Trinidad, Haiti and Dutch Guiana. Much interesting information is included on the habits of the animals and insects which he encounters. Among them are ant-eaters, vampires, jaguars, sloth, porcupine, opossum and many others. There are many episodes which could be adapted for younger children. The 32 illustrations picturing the animals described increase the worth of the book, which would be valuable for nature study.

VERRILL, A. HYATT. Strange Animals and Their Stories. Boston. L. C. Page & Co. 1939. 235 p., illus.

Included among the strange animals described in the book are many found in Latin America. There is interesting material on the appearance and habits of the porcupine, sloth (the topsyturvy creature), peccaries (wild pigs), kinkajou or honey bear, llamas, guanaco, vicuña, vampire bats and an amusing legend on the origin of the armadillo (p. 6). The 19 illustrations show the animals described.

VON HAGEN, V. WOLFGANG. *Ecuador the Unknown*. New York. Oxford University Press. 1940. 296 p., illus.

In Chapter 13 the life-cycle of the enormous tortoises of the Galápagos Islands from the time the egg is buried in the sand to the development of the full-grown tortoise of about 500 pounds. Of particular interest is the description of the tiny, newly hatched two-ounce tortoise, the food he eats and the growth of his shell. Two good photographs of the Galápagos tortoise appear on page 113.

2. PERIODICALS AND PAMPHLETS

ADAMS, JOHN B. Hunting in Mato-Grosso (*Travel in Brazil*, vol. 1, no. 2, 1941, illus.).

Recommended for pictures of a giant anteater with his 2 ft. toothless snout a small but bloodthirsty *piranha* fish, an armadillo, a tapir, a giant stork with a 10 ft. wingspread, and pictures of the Brazilian tiger.

Birds and Beasts of Mexico's Desert Islands (*Natl. Geog.*, September 1941, p. 353-360).

Twelve natural color photographs. See Junior High School list.

CHAPMAN, FRANK M. Jose: Two Months from the Life of a Barro Colorado Coatí (*Nat. Hist.*, April 1935, p. 299-308, illus.).

See Junior High School list for three delightful articles on this jungle pet. General interest for elementary children.

COCHRAN, DORIS. Brazil Bound (*Nature*, January 1940, p. 9-12, illus.).

See Junior High School list. Valuable reference for content for elementary grades.

CURRAN, C. H. Insect Lore of the Aztecs (*Nat. Hist.*, March 1936, p. 196-203, (ilus.).

See Junior High School list. May be related to study of current agricultural pests.

DUNCAN, DAVID D. Fighting Giants of the Humboldt (*Natl. Geog.*, March 1941, p. 373-400, illus.).

See Junior High School list. Content interest, illustrations and map, suitable for upper elementary grades.—The relation of the squid to monsters of mythology is brought out in an article "Scylla Was a Squid" by W. Ley, published in *Natural History*, June 1941, which the teacher of literature may wish to consult.

EARLE, OLIVE. Insect Factories (*Nat. Hist.*, January 1940, p. 44-45, illus.).

See Junior High School list. Content interest for younger children.

EVANS, WILLIAM AND EDNA. Underwater Butterflies (*Nature*, January 1941, p. 25-28, illus.).

Nine photographs of tropical fish accompany the text, which is brief but instructive. The title suggests the brilliant coloring of the fish life found around rocks and coral beds. Useful in units on marine life in tropics and as background for teachers maintaining an aquarium as a teaching aid or planning trips to municipal aquarium.

FISHER, ARTHUR. Concerning Crocodiles (*Nature*, March 1941, p. 155-158, illus.).

See Junior High School list. Content interest for upper elementary grades.

——— Marajo: Paradise of Bird Life and Lesson in Protection (*Nature*, January 1939, p. 35-38, illus.).

See Junior High School list. Content interest for upper elementary grades.

——— The South American Lung Fish (*Nature*, June-July 1940, p. 365, illus.).

See Junior High School list. Content interest for upper elementary grades.

MANN, WILLIAM M. Monkey Folk (*Natl. Geog.*, May 1938, p. 615-655, illus.).

See Junior High School list. Content interest and pictures for all age levels.

MURPHY, ROBERT CUSHMAN. Dark Skies (*Nat. Hist.*, March 1938, p. 165-178, illus.).

A scientist's voyage in a 38-foot boat along the rainy Pacific shores of Colombia, the least-known continental seacoast in the world. Gives history of the coast, causes and significance of tropical rains, life and habits of sea birds, etc. Is accompanied by a map. Natural science curriculum material.

PEARSON, GILBERT T. Pan American Convention on Nature Protection (*Bird Lore*, Nov.-Dec. 1940, p. 555-556).

Two hundred eighty species, representing 33 families of land birds, migrate each winter from the United States to countries south. At the Eighth Inter-

national Conference of American States held in Lima in 1938 a resolution was unanimously adopted declaring that all American countries should unite in efforts to preserve "in their natural habitat representatives of all species and races of their native flora and fauna," and in 1940 the Pan American Convention on Nature Protection met in Washington. This article describes plans, committee organization, etc.

POUGH, RICHARD H. Massacred for Millinery (*Bird Lore*, Sept.-Oct. 1940, p. 395-404, illus.).

See Junior High School list.

SIMPICH, FREDERICK. Life on the Argentine Pampa (*Natl. Geog.*, October 1933, p. 449-492, illus.).

A delightful picture of a baby armadillo four days old, a miniature of its mother (p. 488) will be particularly valuable to the teacher.

SLEVIN, JOSEPH R. An Equatorial Wonderland (*Nat. Hist.*, December 1935, p. 375-382, illus.).

The Galápagos: a country of great volcanoes, giant tortoises and flightless birds. Excellent illustrations of iguanas, penguins, albatross seal.

STROOCK, SYLVAN I. Llamas and Llamaland. Pamphlet. S. Stroock & Co., Inc., 404 Fifth Avenue, New York. 1937. Illus. 3 copies, 25¢.

The story of the llama, the region to which it is indigenous, the products of its fleece, its indispensability to Inca culture; other members of the llama family. Social studies and natural science reference material for junior high school. Factual material on animal and its habitat for elementary grades.

—— The Story of Vicuña, the World's Finest Fabric. Pamphlet. New York. S. Stroock & Co., Inc. 1937. Illus. 3 copies, 25¢.

See Junior High School listing. The vocabulary is simpler than in the pamphlet listed above. There is picture and content interest for elementary children, especially the material on the animal and the country it inhabits.

VOGT, WILLIAM. Wings over Waves (*Nat. Hist.*, April 1936, p. 319-344, illus.).

This is a review of Dr. Robert Cushman Murphy's monumental *Oceanic Birds of South America* and reproduces 11 of Francis L. Jaques' color illustrations. The full page picture of Peruvian penguins and information concerning these birds who range along that part of the coast which is in contact with the Humboldt current, will be of special interest to the elementary teacher.

VON HAGEN, WOLFGANG. The Ant that Carries a Parasol (*Nat. Hist.*, January 1939, p. 27-32, illus.).

Observations of the complete life cycle of parasol ants of Honduras, their nests, organizations, manner of securing food, work habits, defense. Reptiles, birds, and man eat these ants. The Indians snap off the head, legs, and wings and toast them on a stone. The soldier ants of this colony hold on so tightly that the only way to remove them is to crush the ant. The Indians take advantage of this tenacity and use the soldier ant to suture wounds. The ant bites deep clamping the two edges of the skin together.

—— The Flamingoes of the Galápagos Islands (*Nat. Hist.*, February 1937, p. 137-139, illus.).

Content interest for upper elementary grades. (See Junior High School list.) Picture interest at all levels. Natural science.

—— In Quest of the Quetzal (*Chr. Sci. Mon.*, Weekly Mag. Section, July 19, 1941).

See Junior High School list. Lesson planning material for elementary grades.

KEY TO ABBREVIATIONS

Amer. For. Serv. Jour	American Foreign Service Journal.
Bull. Pan Amer. Union	Bulletin of the Pan American Union.
Chr. Sci. Mon	Christian Science Monitor.
Jr. Arts and Activ	Junior Arts and Activities.
Jr. Nat. Hist	Junior Natural History.
Jr. Red Cross News	American Junior Red Cross News.
Natl. Geog.	National Geographic Magazine.
Nat. Hist	Natural History.

TEACHER'S ADDITIONS

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{ Children of the Other Americas }

ANCIENT CIVILIZATIONS
AND
MODERN REPUBLICS

(135)

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ANCIENT CIVILIZATIONS AND MODERN REPUBLICS

INTRODUCTION

Many chapters in the story of the Americas have been written about the life and deeds of their great men and women. Centuries before Columbus set sail for the New World some of them lived in this hemisphere. Men like Tenoch, who guided the Aztec people to the Valley of Mexico; Manco Capac, founder of the Inca kingdom; and Netzahualcoyotl, the poet king. Their splendid cities, fine highways, and beautiful arts dazzled the intrepid Spanish conquerors who reached these shores four and a half centuries ago. Remnants of their work are still found in the Americas today, mute but convincing evidence of their imagination and skill.

Following closely on the heels of Columbus came others who blazed new trails in unknown lands and fought bravely on the battlefield. A few of their names are familiar—Cortés, Balboa, and Bolívar. Scarcely known to us, but no less courageous, were the men and women who served their country and mankind on other fronts. In the classroom, the laboratory and hospital, from pulpit and in the press, Sarmiento, Finlay, Las Casas, Sor Juana Inés de la Cruz, and others earned their place on the role of the nation's great. Like the United States, Latin America has its Lincolns, its Buffalo Bills, and its Horatio Algers, and its men like Christophe, Artigas and O'Higgins occupy a prominent place among the nation builders.

If we want to build friendship and understanding with the people of the other American nations, we must also know these men and women who lived before them and who have been a force in shaping the destiny of their country.

As the following list indicates, few writers for children have turned to this field for their themes. Likewise, the adult material is concentrated almost entirely on a few characters.

Part I. CHILDREN OF LONG AGO

REFERENCES FOR THE INTERMEDIATE GRADES

1. BOOKS

BORTON, ELIZABETH. *Our Little Aztec Cousin of Long Ago*. Boston. L. C. Page & Co. 1934. 83 p., illus.

The story of a little Aztec boy whose unintentional disobedience causes him to be sold into slavery. His devotion and loyalty to his master, the merchant, and his keen observation on their trip into the interior brings about the apprehension of one of Montezuma's traitors. A great deal of information on Aztec life is included in this book—the schools, homes, their merchants and colorful markets and the many products found in them. Good material for social studies.

BURBANK, ADDISON. *The Cedar Deer*. New York. Coward-McCann, Inc. 1940. 156 p., illus.

Good historical material on the Mayas and the conquest, together with some of their legends, is included in this book. There is also some information on the ceremonies still practiced by the Indians of Guatemala, as well as their place in the life of the country. The book takes its name from the deer which the little boy carves from wood as a present for the President. Good illustrations, some in color.

COATSWORTH, ELIZABETH. *The Boy With the Parrot*. New York. The Macmillan Co. 1930. 101 p., illus.

Brief, but authentic historical material is introduced in this story of a Guatemalan peddler boy and his adventures when he goes to the capital. Told with understanding of the country and the people.

FINGER, CHARLES J. *Tales From Silver Lands*. New York. Doubleday, Page & Co. 1924. 225 p., illus.

Legends and stories of Latin American people and animals simply but graphically told. The stories have rich, varied background and good folklore quality. To be enjoyed and re-read.

HODGES, C. W. *Columbus Sails*. New York. Coward-McCann, Inc. 1939. 217 p., illus.

A series of stories told by a monk, a sailor, a pilot, and an Indian, depicting Columbus' trials in getting help for his voyages, the discovery of America, the planting of the first colony and its failure. Good information, vividly presented; for Latin American background.

LANG, ANDREW, *ed.* *The Conquest of Montezuma's Empire*. New York. Longmans, Green & Co. 1928. 235 p., illus.

This simply written account of Cortés' conquest of Mexico gives a good picture of the Aztecs and their civilization, as well as the outstanding events in the conquest. The wealth of Montezuma's empire, the gifts sent to Cortés, the description of the capital and its impression on the Spaniards are all well described. The painters who recorded events in pictures and the details of their messages furnish good information which children could use in working out a like record of some of the events in their own school life.

MALKUS, ALIDA. *Along the Inca Highway*. New World Neighbors Series. Boston. D. C. Heath & Co. 1931. 56 p., illus.

Describes an airplane trip from Panama to Peru and follows with a brief summary of the Spanish conquest and short sketches of Pizarro, Bolívar and San Martín. Good illustrations in color.

PURNELL, IDELLA. *The Merry Frogs*. New York. Suttonhouse, Ltd. 1936. 109 p., illus.

Well-written legends of the Aztecs and the Mayan Indians, most of them about their birds and animals. These include such legends as how the bat saved the world, the deer's sandals which he borrowed from the rabbit, the three birds and a little black dog, the old man of Teutli and the rabbit who loved him, the snake in the water, the foolish coyote, and others. The stories are told with sympathy and charm and children will enjoy re-reading them. Each legend is illustrated.

PURNELL, IDELLA, and JOHN WEATHERWAX. *The Talking Bird: An Aztec Story Book*. New York. The Macmillan Co. 1930. 95 p., illus.

A collection of Aztec legends told with charm. Why the parrot has a crooked bill, curled up toes and rasping voice; the story of the Eagle Prince; the bird of love, or the dove; the jump-over-the-wall bird are all included. In addition there are other stories of the queen and the giant, the moon princess and the eagle and the snake. Striking illustrations in black and white add to the book's appeal for children.

2. PERIODICALS AND PAMPHLETS

BALDWIN, LOUISE E. *White Bird on the Water* (short story). *Story Parade Yellow Book* (anthology), p. 228-239. John C. Winston Co. 1939. Illus.

Beautifully written story of the encounter of a Mayan merchant and his son Chan with Christopher Columbus and his youngest son, near the coast of Honduras in 1502. Gives a good idea of Mayan life and customs on shore as well as description of the merchant's voyage. The mode of transportation was a long sea-going canoe hollowed from a single mahogany log, provisioned with water and maize paste; the cargo included bales of fine cotton cloth in richly colored designs, pottery, baskets, copper, salt and rubber-tipped drumsticks, to be exchanged for cacao, obsidian stone used for knives, gold, jade, pearls, emeralds and brilliant feathers. Activities suggested: modeling of commodities, beehives, canoes; dramatization of the meeting of Chan and his merchant father with Columbus and his son.

BEARD, MANSUR. *The Big Ears* (*Jr. Red Cross News*, February 1940, p. 8-10, story, illus.).

A story of the Inca Empire with much incidental information. The legend of the founding of Cuzco; the Inca way of life, government, social institutions are described. The title comes from the rulers' custom of wearing golden ear plugs, which gave them the name.

GALVÁN, LUIS. *Columbus Memorial Cruciform Beacon to Mark Resting Place of Discoverer* (*World Youth*, March 2, 1940, p. 8-9, illus.).

This is a short but well written article for children. The memorial is described with enough detail to satisfy the curiosity of the young reader. There is a good photograph of the model, the thousand-foot white cross to be erected in Santo Domingo in memory of Columbus.

GOETZ, DELIA. *For Bravery* (*Jr. Red Cross News*, April 1941, p. 199, illus.).

This is the story of Lochinte, a little Mayan girl who received a cloak of feathers from her father as a reward for bravery when she dared the darkness of a deep ravine and the cries of the puhuy, the night bird, to get herbs for her sick mother. Even the Painter-of-History recorded her bravery. Feather work and other handicraft of the Mayans. Stylized illustrations by Ariel Baynes include Xochiquetzal, goddess of flowers; cover design, Chan, Maya god of rain and fertility. Art, language, social studies. Reading at elementary level for appreciation of the home life of a Mayan child of long ago.

———. *The Aztec People*. Pamphlet. Published by the World Federation of Education Assns. with the cooperation of the National Committee of Latin American Studies in the Elementary and Secondary Schools. (15c each, 10¢ in lots of 20 or more.) Address World Federation of Education Assns., 1201 16th Street, NW., Washington, D. C.

Brief summary of the history of the Aztec people from their early settlement in the Valley of Mexico to the eve of their conquest by Cortés. Their merchants warriors, banners, religion, education and recreation are all included. Striking illustrations in color of Aztec rain god, warrior and priest.

KETT, CHARLOTTE. In the Footsteps of Columbus (*Jr. Red Cross News*, October 1936, p. 35-38, illus.).

Contains historical detail of the preparations and plans that preceded Columbus' voyage of discovery. Material of value to a social studies class studying the effects of inventions and discoveries. Fifth and sixth grade level. Map.

MALKUS, ALIDA. Eleven Thousand Llamas. *Story Parade* Yellow Book (anthology) p. 102-115. Philadelphia. John C. Winston Co. 1939.

Short story, adventure of an Indian boy and his llama. When the llama crops a bunch of grass growing from beneath a rock, the boy finds gold that might have been buried by his ancestors. Provides approach to the history of the Incas before the Spaniard came.

Mysterious Easter Island (*Jr. Red Cross News*, April 1939. p. 16, illus.).

The legendary origin of Easter Island, of the huge stone statues found on it, its discovery and naming, and volcanic forces that make and submerge islands. Easter Island is a possession of Chile and a potential naval base; of curriculum interest for this reason and when studying the earliest inhabitants of America and where they came from.

The Indians of La Guajira. Translated by Edward Huberman (*Story Parade*, April 1939, p. 21-24, illus.).

Adapted from *Rin Rin*, a Colombian children's magazine. A story of Indians whose ancestors Columbus saw on the Caribbean shores of Colombia. The story tells how the Indians of La Guajira dive for pearls, weave hammocks and colorful belts, and export salt; well chosen illustrations of a pearl diver and an Indian horseman.

REFERENCES FOR THE JUNIOR HIGH SCHOOL

1. BOOKS

BANKS, HELEN WARD. The Story of Mexico. New York. Frederick A. Stokes Co. 435 p., illus.

More than half of this book on Mexico is devoted to the conquest of the Aztecs. There is an excellent summary of the Aztec culture: the people, their customs, trade, the warriors and the priests, the merchants, markets, and festivals.

CRAINE, E. J. Conquistador. New York. Duffield & Green. 1931. 288 p.

A story based on the adventures of Pedro Cieza de León when he sailed with Don Pedro de Heredia who went to enforce the king's laws in Peru following the conquest. There are good details of the customs of that period as well as a brief, concise survey of colonial history of the country between Panama and northern Chile. Good for supplementary reading and background on Latin America.

——— The Victor. New York. Duffield & Green. 1933. 254 p.

An excellent story of Peru shortly after the Spanish conquest. Good description of life and customs of the upper class Incas, based on the writings of Garcilaso de la Vega, son of an Inca princess and a Spanish conquerer. Shows the wealth, progress, and education of these Indians and points up the rift between the Spaniards themselves after the conquest. Swift action, interesting characters. A useful book for supplementary reading in Latin American history.

DESMOND, ALICE CURTIS. For Cross and King. New York. Dodd, Mead & Co. 1941. 297 p.

The story centers on young Diego de Almagro, twelve-year-old son of Pizarro's partner, and life in Peru in the middle and last half of the sixteenth century. Pizarro's treachery, the break between the partners, the death of Diego's father, and the boy's imprisonment, escape, and finally his elevation to governorship of Peru are all well told in a swiftly moving story with authentic background.

——— Soldier of the Sun. New York. Dodd, Mead & Co. 1939. 243 p.

A story of Peru in the days of the Incas. Excellent information on the customs of the Indians, the civil war between two half brothers who ruled Peru at the

time of Pizarro's invasion and conquest. The story is vividly told with swift action. Good to supplement material on history and geography of Latin America.

FERNALD, HELEN C., and EDWIN M. SLOCOMBE. *The Scarlet Fringe*. New York. Longmans, Green & Co. 1932. 236 p.

Well-written story of the Incas at the time of their conquest. Many of the Inca customs are depicted and there is a good description of the harvest feast, with details of the crowd and their costumes, as well as of the spring festival and the tilling of the fields and terraces. The description of a *quipu* by which the Incas sent secret messages (p. 176) is given in sufficient detail so that children might work one out and send messages to another group in school. Mystery, intrigue, a secret cave, and an encounter with a thief in the Sacred Temple all add interest as well as background.

FINGER, CHARLES J. *Courageous Companions*. New York. Longmans, Green & Co. 1929. 304 p., illus.

A story based on the historical documents of Magellan's voyage. The adventures, hardships, and achievements of the English boy who shipped on the first trip around the world. Glimpses of the Indians of South America, the Patagonians, and the Ladrones Island. Good adventure, vividly told and valuable for information on Latin American history and geography.

KNOOP, FAITH YINGLING. *Quest of the Cavaliers*. New York. Longmans, Green & Co. 1940. 202 p., illus.

In addition to a well-written biography of Hernando de Soto, this book briefly reviews conditions in Spain under Ferdinand and Isabella and gives a colorful account of many of the other conquerors. Included among them are Cortés and his conquest of Mexico, Pizarro in Peru, Balboa's epic march across Panama and his discovery of the Pacific, the cruel Pedrarias, De Soto's foster father, and finally De Soto's expedition into what is now the United States and his death and burial in the waters of the Mississippi. Effective pen and ink sketches illustrate the book. Excellent as a supplementary book in history.

LIDE, ALICE ALISON. *Aztec Drums*. New York. Longmans, Green & Co. 1938. 139 p. illus.

The adventures of Xochitl, son of the Aztec weaver, when he tries to avenge the theft of his grandfather's beautiful robe, woven for the Emperor's contest. Much detailed information on the life of the ancient Aztecs is given, as well as considerable jungle lore, for it is there the young Aztec hides from the treacherous thief. How he conceives the idea of the beautiful robe of feathers, his return to his home to make it and how he saves the capital city of the Aztecs and finally presents the most beautiful of all robes to Montezuma makes an interesting story, well told. Illustrated with pen and ink sketches and contains a good glossary of Indian names.

——— *Princess of Yucatán*. New York. Longmans, Green & Co. 1939. 187 p., illus.

The story of a young girl, once a Mayan princess, who is enslaved by the Aztecs and sent to live in a camp near the Sacred City, Chichén Itzá. During the day she toils in the stone quarries and at night her grandfather secretly teaches her the traditions of her people—their songs and stories, and, most difficult of all, how to read the hieroglyphic writing of her people. It is through this knowledge that she is able to escape from the Aztecs and, after a long perilous trip through the Old Mayan Empire, to recover a vast store of gold and jewels, return with it to Chichén Itzá and buy the freedom of her people. A good adventure story as well as interesting information on many Mayan and Aztec customs. Useful as supplementary reading on preconquest period.

MALKUS, ALIDA SIMS. *A Fifth for the King*. New York. Harper Bros. 1931. 250 p.

A story of the conquest of Yucatán and the discovery of the Amazon centering on the adventures of a young Spanish boy and his friendship with a young Indian. There is adventure of the high seas, shipwreck, and finally the settlement made at Yucatan. Well-written material for entertainment as well as for background.

MALKUS, ALIDA SIMS. *The Dark Star of Itzá*. New York. Harcourt, Brace & Co. 1930. 217 p., illus.

A well-told story of the Mayan Indians, with authentic background. Contains colorful descriptions of their splendid cities and graphic details of the individual costumes of the high priests, warriors, kings and princesses and others of noble blood. A Mayan festival is well described and the story follows through to the dissension among the Mayans and the coming of the Toltecs. A maiden is sacrificed to the Rain God but is rescued. Good illustrations. Useful as material on the Mayan civilization and also as source of information for costumes and art.

PURNELL, IDELLA. *The Lost Princess of Yucatán*. New York. Henry Holt & Co. 1931. 188 p.

A modern story with a Yucatán setting based on the friendship of a girl from the United States and an Indian girl who turns out to be of the Mayan nobility. Many of the Mayan customs and traditions are included. Mystery and intrigue add to the pace of the story, which children who like good adventure will enjoy.

SMITH, HENRY JUSTIN. *Señor Zero*. New York. Harcourt, Brace & Co. 1931. 377 p.

Well-written fiction about the young cabin boy who sailed on Columbus' first voyage. Later he goes with Alonso Ojeda when he makes his first trip to South America. Still later he is captured by the Carib Indians and lives with them for several years. The story gives good information on the period, particularly on the various Indians of the Caribbean region. Useful for supplementary material on Latin American history.

2. PERIODICALS AND PAMPHLETS

CURRAN, C. H. Insect Lore of the Aztecs (*Nat. Hist.*, March 1936, p. 196-203 illus.).

Source material on Aztec use of grasshoppers and other insects for food, on therapeutic measures against poisonous insects such as the black widow spider, on superstitions interwoven with Aztec natural science. The authority is Sahagún, whose *General History of the Things of New Spain* was completed in 1560. Twenty pictures reproduced from the monumental work of the Spanish monk show the Aztec use of the brush as the camera is used today in recording customs.

GOETZ, DELIA. *The Aztec People*. Published by the World Federation of Education Assns. with the cooperation of Natl. Comm. of Latin American Studies in the Elementary and Secondary Schools. Washington. 1941. Illus.

See Intermediate listing.

HERRING, HUBERT. Peru: The Land of the Incas (*Jr. Red Cross Jour.*, October 1938, p. 35-37, illus.).

Tells how Pizarro with his *conquistadores* took advantage of internal disorders to conquer the country. Modern Peru is built on the foundation of Inca Peru as modified by the Spaniards, and her people, government and economic life must be understood against that background. Twice the size of Texas, with seven million people, Peru is a nation "flung over the bristling back of the high *cordillera* of the Andes." It is, incidentally, the home of the potato, a food frozen and stored against need.

LEMONS, PEDRO J. DE. Colonial Days Lived Again (*School Arts*, November 1940, p. 87-94, illus.).

The author is Director of the Museum of Fine Arts, Stanford University, and is interested in the restoration of the beautiful structures in old Antigua, the vice-regal capital of Guatemala destroyed by earthquake. He lived for a short time in the "House in Antigua" which is the subject of a book by Louis Adamic, and relates in a practical way how the Popenoes restored it. The article includes a considerable amount of general information, and is recommended for appreciation of life and customs of colonial times.

MACMASTER, AMY. The Three R's in Ancient Maya (*Jr. Red Cross Jour.*, October 1939, p. 49-50, illus.).

Account of the reading, arithmetic, astronomy and history that Mayan children, sons and daughters of the ruling class, had to learn. There was writing made up partly of pictures and partly of symbols for sounds, a picture system of doing arithmetic, and most important, perhaps, the calendar arts. For diversion the Mayas played a game somewhat like basketball, which ended with the spectators fleeing, hotly pursued by the winner and his friends. The winner had a legal right to the jewels and clothes of the spectators—but it was up to him to get them. Picture value for symbols and figures from Mayan astronomy; history, social studies, mathematics.

MARDEN, LUIS. On the Cortés Trail (*Natl. Geog.*, September 1940, p. 335-375, illus.).

A vivid and detailed account of a trip over the route that Cortés followed, mapped from documents and histories. Interwoven is the historical account of the Conqueror's march, in informal style. Excellent pictures include reproductions of drawings from a Mexican codex as well as photographs of what the author saw along the way 400 years later.

NEWHALL, BEATRICE. Indian Life in Stamps of the Pan American Countries (*Bull. Pan Amer. Union*, June 1939, p. 322-336, illus.).

Stamps depicting different phases of Indian life are reproduced and their historical significance related. Bolivia, Brazil, the Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, and Peru are among the countries that have issued stamps featuring phases of Indian life. These stamps show monuments of the ancient Americans, discovery and colonization of the New World, ancient civilizations of the Andes, sixteenth century Indians and Indian life and customs. Valuable to the elementary teacher for the authentic information on the earliest Americans and the philatelic medium through which it is conveyed.

SARMIENTO, LUIS A. The Unknown Age in Colombia (*Nat. Hist.*, June 1941, p. 14-18, illus.).

A Colombian educator describes a two-day trip from Bogotá to the ruins of San Agustín. Francisco José de Caldas, a patriot and scholar, friend of Alexander von Humboldt, was the first to be interested in these ruins. He was killed by the Spaniards a century and a half ago, and interest lapsed until a German ethnologist revived it twenty-five years ago. Fierce looking pairs of catlike teeth are characteristic of many of the stone gods of San Agustín, but the site has not been fully explored and the people who occupied it are still a mystery.

STIRLING, MATTHEW W. Discovering the New World's Oldest Dated Work of Man (*Natl. Geog.*, August 1939, p. 183-218, illus.).

Absorbing story of the Mayan monument inscribed 291 B. C. which was unearthed near a huge stone head by the Geographic-Smithsonian expedition in Mexico. Includes account of the Tuxtla statuette dated 98 B. C. which is now in the National Museum at Washington. Calendar, early American dates, elementary astronomy.

THE TRUE STORY OF COLUMBUS. (*School Arts*, September 1941, p. 29.)

Statements concerning each of the four voyages of Columbus are given. The author wishes to eradicate through historical research the fabricated story of Columbus dying in prison chains. Directions for making a diorama based on scenes from the story of Columbus appear on p. 19-20.

UGARTE, B., ROGELIO. Santiago through Four Centuries (*Bull. Pan Amer. Union*, April 1941, p. 235-245).

In February 1941 the 400th anniversary of the founding of Santiago, Chile, by Pedro de Valdivia was celebrated. This article traces the history of the city from its founding through colonial times and the struggle for independence. Good material on customs of the past. Nine photographs of the modern city.

VAILLANT, GEORGE C. The Death Throes of the Aztec Nation (*Nat. Hist.*, March 1937, p. 185-195, illus.).

A story of one of the great military campaigns of history, reflecting a curious note of modernity, with the lively drawings of Aztec draughtsmen taking the place of news photographs. The pictures, made some years after the Con-

quest, show Cortés and his army on the way to the capital, his meeting with dignitaries from Tlaxcala, and various events leading to the downfall of the Aztecs.

REFERENCES FOR THE TEACHER

1. BOOKS

ADAMSON, HANS CHRISTIAN. *Land of New World Neighbors*. New York. McGraw-Hill Book Co. 1931. 593 p.

A book which parallels each of the 26 broadcasts of the New Horizon series presented by the Columbia Broadcasting Company. Beginning with the discovery of America, the book covers the main events in the history of the Western Hemisphere, with separate chapters on the liberators of Argentina, Paraguay, and Uruguay. The material contains much interesting, colorful information but takes the countries only to their independence rather than down to date. The book is indexed, but contains neither a map nor any illustrations, both of which would have greatly increased its value.

ANDERSON, C. L. G. *Life and Letters of Vasco Núñez de Balboa*. New York. Fleming H. Revell Co. 1941. 308 p., illus.

In addition to a biography of Balboa, the book contains a great deal of information on the explorations and conquests of the time, including accounts of the quest for the South Sea, Cortés in Mexico, the arrival of Pedrarias in Panama and his treachery to Balboa. Twenty-six photographs and two maps illustrate the book.

GREEN, PHILIP LEONARD. *Our Latin American Neighbors*. New York. Hastings House. 1941. 128 p.

Chapters II and III (p. 9-39) discuss the various theories of the origins of man in America, the different types of aboriginal races which inhabited the New World at the time of the discovery and the distinctive characteristics of the tribes. In Chapter IV (p. 39-49), the author discusses the racial strains of the men who conquered the New World and the way they influenced the civilization found here. The Negro's contribution to civilization is covered in Chapter V (p. 50-52), while Chapters VI and VII (p. 53-73) include interesting information on the races which make up the present population of the American republics.

KELSEY, VERA, and LILLY DE JONGH OSBORNE. *Four Keys to Guatemala*. New York. Funk & Wagnalls Co. 1939. 332 p., illus.

Seven chapters of this book—Chapter II through IX (p. 5-123) are devoted to the Indians of Guatemala, from the pre-Mayas to the present tribes. There is interesting and accurate information on their traditions, their home life, ceremonies, festivals, pilgrimages, and costumes. Thirty-two excellent photographs of Indian life, arts, and crafts illustrate this section.

NILES, BLAIR. *Peruvian Pageant: A Journey in Time*. Indianapolis. Bobbs-Merrill & Co. 1937. 309 p., illus.

A well written book in which the author takes the reader on "a journey in in time" to meet the personalities and events of ancient Peru and follows on through this country's history, combining her own travel journal, to the present. Twenty-eight excellent photographs illustrate the book, and an index and map add to the reader's convenience.

PRESCOTT, W. H. *The Conquest of Mexico*. New York. E. P. Dutton & Co. 1931. Vol. I, 436 p. Vol. II, 404 p.

These two volumes constitute a detailed account not only of the conquest but of the civilization of the Aztecs. Much of this material could be adapted for junior high school grades. The discovery and early part of the conquest makes up Volume I, while Volume II takes up the latter period and follows through to the end of Cortés' career. Of particular interest to children would be Chapter I of Book 4, Volume I, which describes in detail the ancient Aztec capital, the palaces and museums and Montezuma's household.

——— *The Conquest of Peru*. New York. E. P. Dutton & Co. 1933. 648 p.

A standard work on the conquest of Peru, including an excellent section on the civilization of the Incas before the conquest. Much of this information on the homes, education, festivals, and runners would be of interest to children and could be adapted for their age level. The book also takes up the

discovery of Peru, its conquest by Pizarro, the civil strife among the Spaniards following the conquest and the settlement of the country.

ROBINSON, HENRY MORTON. *Stout Cortez*. New York. The Century Co. 1931. 347 p.

The first chapter sums up the events in Spain and the New World in the 15th century and gives a brief sketch of Cortez as a youth at school. The remainder of the book is devoted to his life in America, his conquest of Mexico, its rebuilding, his brief hour of glory and then the decline and loss of power and death.

ROMOLI, KATHLEEN. *Colombia: Gateway to South America*. Garden City, New York. Doubleday, Doran & Co. 1941. 364 p., illus.

Chapter VIII (p. 48) of this book gives an interesting and colorful description of the Chibcha Indians and their homes and villages as the Spanish conquerors found them. Many of their legends and traditions are included, as well as their tribal administration.

SHAY, FRANK. *Incredible Pizarro*. New York. The Mohawk Press. 1932. 342 p., illus.

A biography of Pizarro packed with details which give the background of the times and the people. The first part of the book is devoted to this introductory material to show the events that influenced Pizarro's later life. The wealth of material used makes it a good reference book although it slows the action and detracts from the main figure. The author admits his life-long admiration for Pizarro. The fifteen illustrations include pictures of Pizarro and other notable figures and events of the period.

VAILLANT, GEORGE C. *Aztecs of Mexico*. Garden City, New York. Doubleday, Doran & Co., 1941. 340 p., illus.

In this book the Associate Curator of Mexican Archaeology of the American Museum of Natural History, has traced the origin, rise and fall of the Aztec nation. The major portion of the book is based on contemporary observations of the Aztecs and the Spaniards who conquered them. There is much interesting information on the customs, arts and crafts, the Aztec's relation to the tribe, his school, religion, ritual and wars. The Aztec capital, Tenochtitlán, which stood on the present site of Mexico's capital, is described in detail. The book concludes with a chapter on the Aztecs after their conquest. Sixty-four halftone plates and 28 pen and ink drawings illustrate every phase of Aztec life and culture. Contains a bibliography of Spanish and English works.

WILGUS, A. CURTIS. *The Development of Hispanic America*. New York. Farrar & Rinehart. 1941. 941 p.

In Chapter II (p. 23-49) the author briefly describes the ethnological background of the Americas, and includes a discussion of the various theories on the origin of early man in America, the origin and civilization of the Mayas, the Aztecs, the Incas and the Chibchas. A good summary for background on which to base further reading.

WILLIAMS, MARY W. *The People and Politics of Latin America*. New York. Ginn & Co. 1938. 888 p.

The origin of the aboriginal Americans and a survey of some of the principal peoples encountered by the Spanish conquerors is discussed in Chapter II (p. 17-64). The advent of the Mayas and the rise of their civilization is treated at some length, as are the Aztecs, Toltecs, the pre-Incan people and the Inca empire. The Chibchas of Colombia and their neighbors are also included.

2. PERIODICALS AND PAMPHLETS

Aztec Pulque God (Nat. Hist., cover design for March 1937 and note, p. 218).

This drawing in color from the Codex Magliabecchiano, a Mexican manuscript of the latter XVI century, is recommended because it is authentic, reproduced on a scale which makes it easy to recognize the distinguishing paraphernalia of the god portrayed, and because it is accompanied by a brief, clear explanatory note (p. 218). The deity portrayed is one of 400 gods associated with pulque, an intoxicating drink made from the fermented sap of the maguey, but the teacher may use the material as a basis for explaining other gods. Children will be able to make out the characteristic insignia: feather banner and square shield in the left hand, stone ax in the right, gold nose ornament symbolizing the moon, and headdress of paper surmounted by feathers.

BENNETT, WENDELL C. Macchu Picchu (*Nat. Hist.*, June 1935, p. 65-72, illus.).

A detailed description of the ruined city of Macchu Picchu discovered by Dr. Hiram Bingham in 1911, and its significance for unraveling unsolved problems pertaining to pre-Columbian civilization. There are 11 photographs which show details of the stone work, air views of the site, an *intihuatana* or sundial by which the seasons were accurately calculated, and other views. The material about the sundial is recommended to the elementary teacher for work in social studies on time recording.

——— Weaving in the Land of the Incas (*Nat. Hist.*, June 1935, p. 65-72, illus.).

Description of clothing worn by men and women as recorded by writers at the time of the Conquest and as evidenced by specimens found in tombs in the dry desert region along the coast; information on fabrics and weaving; description of burial customs; illustrations showing fabrics, clothing, and "mummy bundle."

CASTAÑEDA, CARLOS E. The Beginnings of University Life in America. (*Cath. Hist. rev.*, July 1938, p. 153-174.)

Vivid acquaintance with the people of the sixteenth century in Hispanic America as their pattern of life unfolded around their educational institutions. From the beginning of the conquest there were private teachers who gave the children of the *conquistadores* and of the colonists the rudiments of education and prepared them for higher study. Many of the Indians became expert Latin scholars and in turn taught the children of their conquerors. Conditions for entering the newly founded colleges, their programs of study, the tuition, the college buildings, the faculty and students are set forth. Sons of merchants, *conquistadores*, and Indians, all classes came to the colleges. As in our day, college life was full of social events and merrymaking. Bullfights took the place of our football games; masquerades and jousts and cavalcades took the place of tennis and baseball; official festivities were numerous. As interest increases and records become available, misconceptions regarding the Spanish point of view toward education in New Spain are clearing. The Spanish were not angels, according to the author; neither were they fiends, but like all of us, they were human.

CURRAN, C. H. Insect Lore of the Aztecs (*Nat. Hist.*, March 1936, p. 196-203, illus.).

See Junior High School listing. Content and picture interest for upper elementary grades.

DONLEVY, E. HARRIETT. Boy of Genoa (*Grade Teacher*, October 1939, p. 42, illus.).

An episode in the life of Columbus arranged for dramatization. Two scenes with six characters: Columbus, his father, a sea captain and three sailors. The action takes place at the home of Columbus and at the wharf. An illustration shows a group of sailors on a wharf at Genoa with Columbus in the background. The costumes and locale will give suggestions for original illustrations and stage settings. Can be used as presented or as basis for creative work. Costumes suggested might be easily obtained at home. Gives feeling of superstitions existing about the shape of the earth at the time of Columbus. Social studies and language arts material at intermediate level.

FISCHER, HELENE, and LUIS MÁRQUEZ. A Mexican Land of Lakes and Lacquers (*Natl. Geog.*, May 1937, p. 633-648, illus.).

Mystery shrouds the forebears of the Tarascan Indians who fled to the mountains rather than submit to Spanish rule. Today their descendants live in the State of Michoacán whose capital, Morelia, is 135 miles west of Mexico City. Tradition tells of Tarascan runners who carried fish caught in Lake Pátzcuaro to the palace and placed it on the Emperor's table still smoking hot. The Tarascans, unlike most Indians, are often bearded. Noted in earlier times for exquisite feather paintings, they do fine work in lacquer today. There is a description of the Dance of the Old Men. Useful in linking past to present.

KORFF, Serge A. Notes on Inca and Pre-Inca Ruins in Bolivia and Peru (*Mag. of Art*, January 1939, p. 22-25, illus.).

This article does not contain technicalities that might puzzle the general reader. The elementary teacher will find information to increase her own appreciation of pre-Columbian art in America and useful in teaching social studies, beginning at fifth grade level. Seven large photographs by the author

can be used effectively in a study of architecture. They show a monolithic figure, the main archway to Tiahuanaco temple, the fortress of Sachsahuaman, the reservoir and part of the water distributing system at Sachsahuaman, a corner of the temple at Macchu-Picchu, a sundial on the parapet above the river gorge at Macchu-Picchu, as well as the interior of the temple court at Macchu-Picchu

LEMONS, PEDRO J. DE. Colonial Days Lived Again (*School Arts*, November 1940, p. 87-94, illus.).

See Junior High School list. Illustrations are valuable teaching aids, beginning in elementary grades, for art and social studies. Activity suggestion: reconstructing a miniature colonial house.

Magellan (*Amer. For. Serv. Jour.*, October 1936, p. 556-557).

One page of printed material setting forth the facts of the life of the Portuguese navigator who sailed for the crown of Spain, and the historical importance of his expedition; accompanied by a full-page color photograph of the Magellan Memorial at Magallanes, Chile. Picture value for elementary school. Text described by the editor as an editorial frown upon history in frivolous vein."

MANCHESTER, PAUL THOMAS, and CHARLES MAXWELL LANCASTER. The Araucanians (*World Affairs*, September 1941, p. 180-182).

Part of a translation of *La Araucana*, said to be greatest historic poem of modern times, and first piece of literary merit produced in America. It was written in Chile in 1569 by a captain in the Spanish army, Alonso de Ercilla, grandee of Spain, and tells a story of the valiant Araucanian Indians who resisted the Spanish invaders. Picture of life and customs of Indians and their methods of warfare. Junior high pupils will gain historical information and appreciation. May be used for choral speaking groups.

MARDEN, LUIS. On the Cortés Trail (*Natl. Geog.*, September 1940, p. 335-375, illus.).

See Junior High School listing.

Mayan Dancing Priest: Bas Relief (*Theatre Arts Monthly*, May 1939, p. 626).

Photograph in black and white, finely lighted to show detail. Will help teachers interpret smaller and less clear reproductions they may see of the detailed work of these ancient sculptors.

MAYER, IRMA R. The Little Admiral (*Grade Teacher*, October 1939, p. 56, 97, illus.).

A play in two acts with four scenes for intermediate grade children. There are six principal characters: Christopher Columbus, his son Diego at the age of eleven and the Little Admiral of the play; Queen Isabella; King Ferdinand; Don Juan; a monk; and sailors, Indians, court ladies, and pages. The latter could include a whole class. The action provides for pageantry in the last scene which might be used effectively for special occasions, school assemblies, parents party, etc. Content gives young children sense of direction of Spain; Canary Islands, West Indies and an appreciation of the Indians who met Columbus and their ways. The illustration suggests stage setting and costumes.

MORLEY, SYLVANUS GRISWOLD. Yucatán, Home of the Gifted Maya (*Natl. Geog.*, November 1936, p. 591-644, illus.).

Excellent account of the Mayan culture of Yucatán by the man who directed the work of the Carnegie Institution in Yucatán. Comprehensive view of man's history in the peninsula, his cultivation of maize and other crops his animals, the cities and temples he built. For general background and content for lesson planning. Includes description of game of ball played by Mayan youth.

MURPHY, ROBERT CUSHMAN. The Earliest Spanish Advances Southward from Panama along the West Coast of South America (*Hispanic Amer. Hist. Rev.*, February 1941, p. 3-28).

Geographic documentation of the historical record of Spanish advances southward from the discovery of the Gulf of Darién in 1501 to the capture of Atahualpa in 1532, in the light of personal knowledge of the coast. A chronological list of discoveries and expeditions is most helpful to teacher who wishes an overall picture of the period. The teacher who has been using material with more "color" will find the keen precision of this type of material both accessible and exciting.

Pages from the Codex Borbonicus (*Theatre Arts Monthly*, August 1938, p. 622).

There are two pages reproduced from the Codex Borbonicus. These are reproduced in black and white. The one showing a children's festival dance around a pole decorated with pennants and offerings is of especial interest as there are few action pictures of Indian children. This will give suggestions for an outdoor or assembly festival that the elementary teacher may want to give in connection with dances from other nations.

STIRLING, MATTHEW W. Discovering the New World's Oldest Dated Work of Man (*Natl. Geog.*, August 1939, p. 183-218, illus.).

See Junior High School listing. Orientation material for units on calendar, early American dates; material for elementary astronomy.

The Maya of Middle America. Carnegie Institution of Washington (*News Service Bull.*, School Ed., vol. II, 1930, 1931, 1932.).

A comprehensive overview of this culture group for the teacher. Excellent maps, color sheets, photographs. Complete information for background needs of teachers through junior high school level.

TYLER, DOUGLAS. Columbus Saw them First (*Nat. Hist.*, June 1941, p. 40-49, illus.).

Dominica, a British possession in the Lesser Antilles, is today the last refuge of the Caribs, the second group of American Indians to become known to history. The Caribs were largely annihilated because they could not be subjugated. Our words *cannibal* and *canoe* stem from their language. The Carib *kanawa* was a dugout whose length was upward of 60 feet, about 8 feet wide in the middle, its sides raised by wooden planks. It carried two masts each supporting one sail and could accommodate 50 or 60 men at the paddles (picture given). Excellent material for teacher to tie up present with the past. Material on life and customs, legends, heroes, medicine men, intermarriage, trade; pictures of Carib family and thatched dwelling; four steps in the weaving of a water-proof basket.

VAILLANT, GEORGE C. The Death Throes of the Aztec Nation (*Nat. Hist.*, March 1937, p. 185-195, illus.).

See Junior High School listing. Vitally interesting reading for the teacher because of its "modern" note; pictures of particular interest to children old enough to study the conquest of Mexico.

———. History of the Valley of Mexico (*Nat. Hist.*, November 1936, p. 324-328).

A résumé of the results of expeditions by the author for the American Museum of Natural History from 1928 to 1936. The chart that accompanies the article was drawn by William Blake and was prepared as a digest of the various elements which reflect the history of man in Central Mexico. The text briefly interprets these data. For reference material only, adult level.

———. A Sacred Almanac of the Aztecs (Tanalmatl of the Codex Borbonicus). Pamphlet. New York. Issued under the direction of the Committee on Popular Publications, American Museum of Natural History. 1940.

The Aztec word *tonalamatl* means "the book wherein the period *tonalpahualli* of good and bad days is inscribed." The picture manuscript herein described is one of the best drawn examples from the Valley of Mexico, apparently of pre-Spanish date. The fine collection of plates was made for a projected publication of the American Museum of Natural History which was never published, and only 600 copies of this reference were printed; however, teachers in position to see it will find it valuable. There are lists of days, "months", etc., with their deities. [Cortés' interpreter Marina (Malinche, Malintzin, Malinalli) was presumably named for the day of grass which saw her birth.] For calendar study, history, art, mythology.

WILSON, WILLIAM JEROME. The Spanish Discovery of the South American Mainland (*Geog. Rev.*, April 1941, p. 283-299, illus.).

Material from a manuscript in the Library of Congress which, if authentic, dates the Spanish discovery of the mainland of America four years earlier than has been accepted. The narrative translated tells of storms, men and women, birds and trees encountered, and of pearls and pearl fishing. The notes discuss the charge that Columbus concealed discovery of pearls. For the teacher-student, interested in original sources and appreciative of the contemporary flavor of past events.

PART II. HEROES OF WAR AND PEACE

REFERENCES FOR THE INTERMEDIATE GRADES

1. BOOKS

NEWCOMB, COVELLE. *Black Fire*. New York. Longmans, Green & Co. 1940. 275 p., illus.

Well written story of Haiti beginning with the birth of Henri Christophe and covering events through the country's independence from France and the abolition of slavery. There is also material on Toussaint L'Ouverture and Dessalines, as well as a good picture of colonial life in one of the least known of our southern neighbors. Good for supplementary material in history.

RICHARDS, IRMAGARDE, and ELENA LANDÁZURI. *Children of Mexico: Their Land and Its Story*. San Francisco. Harr-Wagner. 1935. 323 p., illus.

Chapter XIV (p. 200-214) contains a brief sketch of the life of Benito Juárez, a national hero of Mexico, from his early childhood as a shepherd boy, through his student days, the revolution of Mexico and his final triumph as president of his country.

REFERENCES FOR THE JUNIOR HIGH SCHOOLS

1. BOOKS

GOETZ, DELIA. *Neighbors to the South*. New York. Harcourt, Brace & Co. 1941. 302 p., illus.

Brief biographies of the seventeen men of Latin America whose portrait busts are found in the Gallery of Patriots of the Pan American Union are included in Chapter XII (p. 252-293). Among them are well-known names like Bolívar, Juárez and San Martín as well as others like Sucre, Morazán, Martí, less well known in the United States.

LANSING, MARION. *Liberators and Heroes of South America*. Boston. L. C. Page & Co. 1940. 320 p., illus.

An account of the men who fought for South America's independence prefaced by a brief history of the Incas. The book includes brief sketches on the following men: Miranda, San Martín, O'Higgins, Bolívar, Páez, Belgrano, Artigas, Moreno, Sucre, Santander, Bonifacio, Dom Pedro, Unánue and Sarmiento. Includes much background material for beginning study of Latin American history. Twenty-five illustrations include portraits of the liberators and heroes.

MARSCHALL, PHYLLIS, and JOHN CRANE. *The Dauntless Liberator*. New York. The Century Co. 1933. 306 p., illus.

The events in the life of Simón Bolívar, South America's Liberator, are portrayed against the background of that continent's struggle for independence. Along with Bolívar, the book presents other men who fought with him for independence from Spain—Miranda, San Martín, Sucre, Páez, Santander and others. There is interesting material on the events which helped shape these men's careers.

WAUGH, EVELYN. *Simón Bolívar*. New York. The Macmillan Co. 1941.

A detailed biography of one of South America's liberators. The discussion of his youth also gives an interesting picture of the country, as well as many of the legends and customs of the people. The major part of the book is devoted to South America's struggle for independence and the detailed treat-

ment is occasionally relieved by dramatic treatment of events. A valuable feature of the book is the inclusion of material on the contemporary scene in Europe and North America. Many of the other noted men of the independence period are introduced: Miranda, Sucre, Santander, O'Higgins, and San Martín.

WILLIAMSON, THAMES. *The Last of the Gauchos*. New York. Bobbs-Merrill Co. 1937.

Good picture of the Argentine pampas and the life of the gauchos on the vast cattle *estancias*, as well as the owners of the estates. Good description of a round-up, tracking down cattle thieves and breaking young horses to ride. Includes some material on Artigas, gaucho and national hero of Uruguay. Good background material for colonial life.

2. PERIODICALS AND PAMPHLETS

D'EÇA, RAUL. History and Travel in the Americas (*Bull. Pan Amer. Union*, February 1938, p. 86-96, illus.).

General introduction, good information on the great epic of the wars of independence, earlier and later points of interest in the history of the southern continent.

HERRING, HUBERT. Cuba: The Island Republic (*Jr. Red Cross Jour.*, March 1939, p. 204-205, illus.).

Overview of Cuba and her history, with much information on Cuba's long struggle for freedom and her heroes, including Carlos Manuel de Céspedes, Máximo Gómez the Dominican, and Antonio Maceo the mulatto, one of Cuba's great military leaders.

LEE, CHARLES HENRY. Highlights in the Life of Antonio José de Sucre (*Bolivia*, Jan.-Feb. 1941, p. 6-8.)

Sucre, Liberator of Bolivia, is one of the most knightly figures in the Parade of America's Heroes. Mr. Lee's article, based on one of his weekly broadcasts on this theme, carried in Spanish over short-wave stations of NBC, does not cover fully the facts of Sucre's life and death, but makes very real to the reader the young general whose untiring energy, great gift for accuracy and organization, combined with his unselfishness, loyalty and sincerity, made him especially trusted and honored by his chief, Bolívar.

MARDEN, LUIS. Caracas: Cradle of the Liberator (*Natl. Geog.*, April 1940, p. 477-513, illus.).

Excellent portrait of Simón Bolívar the Liberator, in color; brief material on his life; good pictorial background.

Pan America in Review: Haiti (*World Youth*, June 6, 1940, p. 8-9, illus.).

Sketches of Toussaint L'Ouverture, the slave whose ability raised him to the rank of general in the French army and made him a hero of independence, and of Henri Christophe, the slave who became president of the republic and later declared himself king.

Simón Bolívar: The Great Liberator (*Junior Arts and Activ.*, January 1941, portrait, p. 9).

This is a portrait by G. Hukkala that children will like. In the background of this portrait page is an outline map of South America with the countries Bolívar liberated, the so-called Bolivarian countries, shaded in. An inset of a two-paragraph biography at elementary reading level completes the page.

REFERENCES FOR THE TEACHER

1. BOOKS

FINLAY, CARLOS E. *Carlos Finlay and Yellow Fever*. New York. Oxford Press. 1940. 249 p.

A technical survey of the work in discovering the cause of yellow fever and its control; written by the son of Carlos Finlay, one of the pioneers in the field. The first chapter is devoted to Finlay's family and personal history. The text of many interesting letters and documents relating to the experiments are included and the last chapter of the book gives a good summary of the work done by Finlay and the United States commission.

NICHOLS, MADALINE W. *Sarmiento: A Chronicle of Inter-American Friendship*. Published by the author, 303 B St. SE., Washington, D. C. 1940. 81 p.

In the first three chapters the author summarizes the early life and activities of Sarmiento, pointing up his outstanding characteristics—energy, honesty, determination, and vanity. His great interest which began in childhood and never diminished throughout his lifetime earned for him the title “schoolmaster president of the Argentine.” The author also discusses Sarmiento’s admiration for the United States and devotes two interesting chapters to Sarmiento’s tour of this country in 1847 and his impressions and reactions to the life and customs as he saw them.

ROBERTSON, WILLIAM SPENCE. *Rise of the Spanish-American Republics: As Told in the Lives of Their Liberators*. New York. D. Appleton & Co. 1918. 380 p., illus.

The first chapter sets forth the historical background and follows with the story of Spanish-American liberation told through the lives of seven leaders of the revolution—Miranda, Hidalgo, Iturbide, San Martín, Bolívar, Sucre, and Moreno. Although the emphasis is on the campaigns and battles, the traits, personalities, and adventures of the liberators are effectively treated. The concluding chapter gives a good summary of the problems confronting the republics after independence. There is a map of Spanish America on the eve of the revolution, and the 13 illustrations include a picture of each of the men discussed in the text.

ROURKE, THOMAS. *Man of Glory: Simón Bolívar*. New York. Wm. Morrow & Co. 1939. 369 p.

The author has devoted much of the book to Bolívar’s early development in order to clarify many of his later actions. Much emphasis is placed on the influence of his tutor, Simón Rodríguez. Prominent place in the book is also given to the group of patriots who aided in the wars of liberation: Miranda, Sucre, San Martín and Páez.

STEWART, WATT, and HAROLD F. PETERSON. *Builders of Latin America*. New York. Harper & Bros. 1942. 343 p., illus.

A general picture of life in the other Americas as shown in the lives of some of their great men and women. Included in the book are Indian rulers, conquerors, missionaries, leaders of the independence movement and the “strong men” who helped shape the course of the new republics. Here, too, are the teachers and poets, the engineers, archaeologists and statesmen. The book is divided into four Parts: I. Foundations, II. Revolution, III. Dictatorship, IV. Toward a Better Future, and each is introduced by a brief survey of the period represented. The 64 excellent photographs which illustrate the book cover a wide range of interest. Intended for high school level, but the teacher of younger children will find material she can adapt.

VANDERCOOK, JOHN W. *Black Majesty*. New York. Harper & Bros. 1928. 207 p.

The book centers on the life of Henri Christophe, the slave boy who became king, and Dessalines and L’Ouverture, who worked with him to liberate their country. In addition to a good picture of the island and conditions there in colonial days, there is a detailed description of Sans Souci, Christophe’s palace, his great plantations and the island’s progress and place in the world during his rule as well as an excellent description of the Citadel La Ferrière, the gigantic fort erected by Christophe against the day when the French might again attack the island, and which still stands today.

WILLIAMS, MARY WILHELMINE. *Dom Pedro the Magnanimous*. Chapel Hill—University of North Carolina Press. 1937. 414 p.

Accurate, well written account of the life of Brazil’s great emperor. In addition to the biographical material, the book gives a good picture of the middle of the nineteenth century in Brazil—the internal progress, the abolition of slavery, the revolution, and finally the banishment of Dom Pedro and his family. Also, of especial interest is the chapter on Dom Pedro as teacher of the Brazilian nation together with the chapter on his tour of the United States and his impressions of the country.

2. PERIODICALS AND PAMPHLETS

An Eighteenth Century Scientist in Colombia: José Celestino Mutis (*Bull. Pan Amer. Union*, June 1932, p. 401-404, illus.).

A Spaniard by birth, Mutis settled in Colombia as a young man and made a notable contribution to natural history, especially botany.

BENÍTEZ, JUSTO PASTOR. José Gaspar de Francia: Dictator of Paraguay (*Bull. Pan Amer. Union*, November 1940, p. 737-742, illus.).

Few historical characters in America have been the subject of so much speculation as has Dr. Francia, "Perpetual Dictator" of Paraguay.

BERUTTI, JOSÉ J. Sarmiento (*Bull. Pan Amer. Union*, September 1938, p. 505-512, illus.).

Under the full page portrait of Sarmiento is this caption: "As teacher, diplomat and President of Argentina, his chief interest was the extension and improvement of education." Sarmiento visited the United States in 1847 and as Argentine Minister was stationed in Washington 1865-68. He knew Horace Mann and introduced into Argentina much that he had admired in schools of the United States. To supplement other material on Sarmiento. For teacher in upper elementary grades.

Bulletin of the Pan American Union. Francisco de Miranda. June 1933 number. Illus.

The entire issue is devoted to this forerunner of South American independence.

——— Homage to Sucre. June 1930 number. Illus.

The entire issue is devoted to Antonio José de Sucre, one of Bolívar's great generals, who was instrumental in bringing about the independence of Ecuador, Bolivia and Peru.

——— Simón Bolívar. December 1930 number. Illus.

The entire issue is devoted to the life, ideals and accomplishments of the man who liberated five republics and has been called "The Liberator."

CASTILLERO R., E. J. PEDRO J. SOSA: Panamanian (*Bull. Pan Amer. Union*, February 1936, p. 141-145, illus.).

An engineer who played an important part in surveying the route of the Panama Canal and in the construction carried on by the French concessionaires.

CASTRO, HÉCTOR DAVID. Antonio José Cañas: Salvadorean (*Bull. Pan Amer. Union*, February 1936, p. 119-123, illus.).

The first Central American diplomat accredited to Washington. He believed in a "continental system," preserving the independence of all the American republics.

CURREA DE AYA, MARÍA. Women of America: Policarpa Salavarrieta (*Bull. Pan. Amer. Union*, October 1939, p. 583-585, illus.).

A Colombian heroine of the struggle for independence.

DE ALBA, PEDRO. Eugenio María de Hostos and His Ideas of Social Morality (*Bull. Pan Amer. Union*, February 1939, p. 85-95, illus.).

Born in Puerto Rico, this gifted writer, educator and profound thinker is considered one of the most eminent contributors to the civilization of the Americas.

DE FREITAS-VALLE, C. Joaquim Nabuco: Brazilian (*Bull. Pan Amer. Union*, February 1936, p. 94-98, illus.).

Brazilian abolitionist, author and statesman.

DE LA RIVA AGUERO, JOSÉ. Hipólito Unánue (*Bull. Pan Amer. Union*, p. 513-525, illus.).

An intellectual leader in the movement for Peruvian independence.

DONOSO, RICARDO. Diego Barros Arana (*Bull. Pan Amer. Union*, February 1936, p. 99-102, illus.).

Barros Arana is one of Chile's greatest historians and educators.

DURÓN, R. E. JOSÉ CECILIO DEL VALLE (*Bull. Pan Amer. Union*, January 1935, p. 39-45, illus.).

Sketch of the public life of José Cecilio del Valle, foremost figure in the history of Honduras and author of the Declaration of Independence of the Central American republics; one of the great figures among the heroes of independence. A man of great activity, noted for his brilliant writings, Valle

was made a member of the Academy of Science of Paris. The elementary teacher can use the material for retelling the story of the Central American patriot.

FERNÁNDEZ OLGUÍN, EDUARDO. Simón de Iriondo (*Bull. Pan Amer. Union*, November 1935, p. 840-846, illus.).

To Iriondo's achievements as a citizen and governor of Santa Fe (Argentina) are due in large part the colonization and development of the province.

FOURNIÉ, EMILIO LUIS MORQUIO: Uruguayan. (*Bull. Pan Amer. Union*, February 1936, p. 156-160, illus.).

Eminent physician and founder of the American Institute for the Protection of Childhood.

GANZERT, FREDERICK WILLIAM. José María da Silva Paranhos, Baron do Rio-Branco. (*Bull. Pan Amer. Union*, p. 231-238, illus.).

The Baron do Rio-Branco, Brazilian statesman, was one of the greatest workers for peace in this hemisphere.

GUACHALLA, LUIS F. The panamericanism of Bolívar (*Bolivia*, July-Aug. 1941, p. 6-8).

An address delivered by the Minister of Bolivia in the United States at a ceremony that took place before the statue of Bolívar in Central Park, New York, in celebration of the 158th anniversary of the Liberator's death. Fresh recognition of the path pointed out by the great South American who called the first congress of the Americas at Panama, as a way to protect our democracies. Direct quotations from the speech with which an Aymará Indian priest welcomed the man responsible for a new era of liberty, and from a speech of President John Quincy Adams, who expresses more guarded hopes for this new idea.

HERRING, HUBERT. Cuba: The Island Republic (*Jr. Red Cross Jour.*, March 1939, p. 204-205, illus.).

See Junior High School listing.

JAMES, CONCHA ROMERO. Don José Toribio Medina, Man and Scholar (*Bull. Pan Amer. Union*, January 1931, p. 4-9, illus.).

The great Chilean historian admired for his indefatigable work as a scholar (he wrote more than 400 books and monographs on subjects dealing with American history) and for his winning personality.

JEREZ, VÍCTOR. José Matías Delgado (*Bull. Pan Amer. Union*, November 1932, p. 749-758, illus.).

Issue commemorating the first centennial of the death of the patriotic priest of El Salvador.

— The Lincoln of Central America: Father José Simeón Cañas (*Bull. Pan Amer. Union*, September 1938, p. 524-527, illus.).

This eminent Salvadorean strove to free Central America from Spain and to abolish slavery.

JOHNSON, MARÍA IRENE. Carlos Antonio López: Paraguayan (*Bull. Pan Amer. Union*, February 1936, p. 146-148, illus.).

A statesman who promoted the welfare of his country in many ways.

LEE, CHARLES HENRY. Highlights in the Life of Antonio José de Sucre (*Bolivia*, January-February, 1941, p. 6-8).

See Junior High School listing.

MARDEN, LUIS. Caracas: Cradle of the Liberator (*Natl. Geog.*, April 1940, p. 477-513, illus.).

See Junior High School listing.

MÁRQUEZ STERLING, MANUEL. Enrique José Varona: A Tribute. (*Bull. Pan Amer. Union*, June 1934, p. 431-436, illus.).

An essay on a great Cuban philosopher, educator and patriot; a man beloved by the students who turned to him for leadership in critical times.

MOLL, ARÍSTIDES A. Finlay, Sanitary Pioneer and Benefactor of Mankind (*Bull. Pan Amer. Union*, December 1933, p. 935-946, illus.).

The eminent physician and scientist to whom the world is indebted for the correct theory of the transmission of yellow fever.

— Carlos J. Finlay: Cuba. (*Bull. Pan Amer. Union*, February 1936, p. 110-112, illus.).

MONTEIRO DE CARVALHO, Mario, Joaquim Nabuco (*Bull. Pan Amer. Union*, February 1934, p. 127-133).

Brazilian abolitionist, author and statesman.

NEWHALL, BEATRICE. Eugenio Espejo: Ecuadorean. (*Bull. Pan Amer. Union*, February 1936, p. 116-118, illus.).

Precursor of Spanish American independence who, as a physician and writer, contributed to the advance of science and letters in Ecuador.

PALMER, ROBIN. A Boy on the Pampas (*Jr. Red Cross News*, September 1939, p. 18-20, illus.).

The account gives a good picture of family life of English settlers on the Argentine pampas nearly a hundred years ago. There are amusing incidents about a neighbor's pet ostrich who enjoyed human companionship. There were no schools on the pampas but private teachers were engaged and school was established in the home. The boy of the story is William Henry Hudson who became the great naturalist and the author of *Green Mansions*.

There is a picture of an ombú tree, a common sight on the pampas, and a picture of a gaucho with his *bolás*. Social studies, language arts, family life.

RIPPY, J. FRED. Bolívar as Viewed by Contemporary Diplomats of the United States (*Hispanic Amer. Hist. Rev.*, August 1935, p. 287-297).

"... Such was the hero of the war of liberation in northern South America as viewed by diplomatic agents of the United States who served their country near the large stage whereon he acted." Interesting sidelight on contemporary opinions.

ROJAS, ARÍSTIDES. Washington at the Centenary of Bolívar (*Bull. Pan Amer. Union*, July 1930, p. 507-514).

During the celebration of the centenary of Bolívar in 1883 a statue of General Washington was erected in the city of Caracas. This article explains why Washington was honored in the birthplace of Bolívar and the significance of the gesture to hemisphere democratic ideals. The article describes the medal entrusted to Lafayette to present to Bolívar as a gift from Washington's family. The letter of presentation from Lafayette and a letter of acceptance from Bolívar are reproduced as well as a letter written by Washington and given to Bolívar by the Washington family. The medal is reproduced on page 510. Teachers of sixth grade and above will find the information valuable for children with numismatic interests. Teachers of English will find the reproduced letters helpful for contrast of expression and execution.

RODRÍGUEZ DEMORIZI, EMILIO. Father Billini (*Bull. Pan Amer. Union*, February 1936, p. 113-115, illus.).

For a quarter of a century he helped the poor in the capital of the Dominican Republic.

SAMPER ORTEGA, DANIEL. Francisco de Paula Santander (*Bull. Pan Amer. Union*, June 1940, p. 437-440, illus.).

General Santander is the national hero of Colombia and the organizer of the republic.

SIMÓN BOLÍVAR, THE LIBERATOR (*Theatre Arts Monthly*, May 1939, frontispiece).

A portrait of Bolívar chosen with discrimination and beautifully reproduced, suitable for framing; accompanied by some illuminating comments by the editor.

KEY TO ABBREVIATIONS

Amer. For. Serv. Jour.....	American Foreign Service Journal.
Bull. Pan Amer. Union.....	Bulletin of the Pan American Union.
Cath. Hist. Rev.....	Catholic Historical Review.
Geog. Rev.....	Geographical Review.
Hispanic Amer. Hist. Rev.....	Hispanic American Historical Review.
Jr. Arts and Activ.....	Junior Arts and Activities.
Jr. Red Cross News.....	American Junior Red Cross News.
Mag. of Art.....	Magazine of Art.
Natl. Geog.....	National Geographic Magazine.
Nat. Hist.....	Natural History.
News Service Bull.....	News Service Bulletin, Carnegie Institution of Washington.

TEACHER'S ADDITIONS

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{ Children of the Other Americas }

TRANSPORTATION

(161)

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TRANSPORTATION

I. INTRODUCTION

Modern ocean liners plough through the sea lanes of southern waters. Overhead clipper planes follow the skyways. Steel rails and new highways cross boundaries linking the Americas, drawing them closer in time, helping us to know them better. Modern transportation is a thrilling chapter in the story of the Americas. It is the story of imagination, courage, and determination in the face of almost insurmountable obstacles.

But side by side with the latest means of transportation in many sections in Latin America, men and products still move from place to place as they did centuries ago. Bending low under his burden, the Indian carrier steps aside to dodge the onrushing automobile. The muleteer on the trail and the boatman in his *balsa* craft look up at the plane that roars overhead. Remnants of highways built before Columbus still remain. Bridges of *maguey* fibers span yawning chasms. And here and there oxcarts, gay with brightly painted wheels, still creak through the village streets.

These varied means of transportation and the many different people who use them are described in the following references and give an interesting picture of life in the other Americas.

II. REFERENCES FOR THE INTERMEDIATE GRADES

1. BOOKS

COATSWORTH, ELIZABETH. *The Boy with the Parrot: A Story of Guatemala*. New York. The Macmillan Co. 1930. 101 p., illus.

A glimpse of the life of a pack peddler in Guatemala and his adventures along the way and in the capital when he makes his first trip away from his village.

GOETZ, DELIA. *Panchita*. New York. Harcourt, Brace & Co. 1941. 180 p., illus.

Includes a description of two trips to the market in the capital. The first is made afoot in the company of friends and acquaintances. The second trip is a breath-taking adventure for little Panchita who has never before ridden in a bus.

MALKUS, ALIDA. *Along the Inca Highway*. Boston. D. C. Heath. New World Neighbors Series. 1941. 56 p., illus.

The first part of this brief book describes a trip by plane from the Canal Zone to Peru. The next section tells of the coming of the Spanish conquerors and their travel in ships and their slow, overland marches.

THOMAS, MARGARET LORING. *The Burro's Money Bag*. New York. Abingdon Press. 1931. 123 p., illus.

The story of a little boy who more than anything else wanted a burro. He goes on a train trip to the city with his grandfather and after many adventures he returns home and finally succeeds in earning enough money to buy the coveted burro. Contains good material for a unit on Mexico.

2. PERIODICALS

Bolivia. Cover design, July–Aug. 1941.

Good picture of a balsa boat of woven reed, used on Lake Titicaca. For art and for adaptation of materials at hand.

The Calendar Picture (*Jr. Red Cross News*, February 1940, p. 14).

The title refers to the American Junior Red Cross Calendar. The month's subject is Panama, the oldest settlement of white men on the American mainland, and the Panama Canal. Children are introduced to the history of the isthmus and to the earliest planning for the canal; to Ferdinand de Lesseps and to Colonel Geo. W. Goethals. The time taken for construction, the cost, the many difficulties encountered are covered. Social studies reference material, much information in concise form.

Connecting Links among the Americas (*Jr. Schol.*, Oct. 14, p. 6–7, 15, illus.).

A general account of transportation in Latin America in 1940, where as a llama train plods along, the wings of a great airplane may flash overhead. In remote parts of South America, primitive means of transportation are still in use. Donkeys, llamas, oxcarts, even goats and sheep haul produce through jungles and over mountain passes. Lakes and rivers are important arteries of trade. Primitive dugouts contrast with Diesel motor vessels. Railroads have developed more slowly than in North America because of the great areas of mountains and jungle, but there is a new impetus to the building of roads. The Pan American Highway, when completed, will run from Alaska to Cape Horn. Meanwhile, flying hours grow shorter with new and improved ships.

Flying over Rio (*Jr. Red Cross Jour.*, January 1939).

Shows plane flying over the harbor of Rio de Janeiro.

OBERHAUSER, ANN. Costa Rican Oxcart (*Jr. Arts and Activ.*, June 1941, p. 23 illus.).

Project for making a Costa Rican oxcart whose distinctive feature is the skillful decoration lavished on it. Each section of the country has a distinctive style. Because many roads of Costa Rica are mere trails through dense forest, they can only be traversed on foot, and men, women and children are burden bearers. More than 100 pounds is the common weight of a man's load.

Pan American Highway (*Jr. Red Cross News*, April 1941, p. 210–211, illus.).

A map showing the route of the Pan American Highway, adapted from the official Pan American Highways System map, accompanied by ten photographs of scenes along the way. The map material could be adapted on a large-scale drawing as backdrop for assembly programs. Stories can be written about experiences at the places shown in the pictures. The equator marker in Ecuador is useful to stimulate interest in finding locations on maps; the view of the Los Remedios aqueduct is of interest in the study of irrigation.

THOMAS, ESTELLE WEBB. Amigo (*Story Parade*, April 1939, p. 26–29, illus.).

A humorous story in rhyme about young Rodrigo and his burro, Amigo, who are on their way to a fiesta on St. John's Day (June 24). Appealing illustrations.

III. REFERENCES FOR THE JUNIOR HIGH SCHOOL

1. BOOKS

DALGLIESH, ALICE. *Wings around South America*. New York. Scribner's Sons. 1941. 158 p., illus.

The description of a trip which took the author and the illustrator of this book on a hasty trip to Colombia, Panama, Ecuador, Peru, Brazil, Argentina and Trinidad in that order. There are brief comments on the customs of the country and the people and a good deal of information on the details in connection with the flight. The many attractive pictures in color and in black and white are far superior to the text.

GILL, RICHARD C. *The Volcano of Gold*. New York. Frederick A. Stokes Co. 1938. 256 p., illus.

A well written description of a journey on foot and by canoe into the jungles of Ecuador which a young American boy makes in the company of an Indian friend.

GOETZ, DELIA. *Neighbors to the South*. New York. Harcourt, Brace & Co. 1941. 293 p., illus.

Chapter VII summarizes the story of travel among the Latin American countries and between the United States and Latin America from the earliest days. The Indian runners, the beginning of travel by ships, the building of railways and highways, and the way in which increased air travel has affected life and progress in individual countries and inter-American relations.

PECK, ANNE MERRIMAN. *Roundabout South America*. New York. Harper Bros. 1940. 359 p.

The author's report of her travels in South America which took her off the beaten path by many different means of transportation.

TSCHIFFELY, A. F. *The Tale of Two Horses*. New York. Simon and Schuster. 1935. 220 p., illus.

The account of a 10,000-mile horseback trip from Argentina to Washington, D. C., told in the imaginary story of the two horses who made the trip. A great deal of information is included about the countries through which they travel, the hardships and the adventures which they encounter along the way.

WIESE, KURT. *The Parrot Dealer*. New York. Coward-McCann, Inc. 1932. 239 p., illus.

In this story of life in Brazil, the author includes a graphic account of a trip with a mule train, a journey in the wake of a revolution, a shark fishing expedition and a jaguar hunt. Much material about the country presented in an interesting way.

2. PERIODICALS AND PAMPHLETS

D'ECA, RAUL. *History and Travel in the Americas* (*Bull. Pan Amer. Union*, February 1938, p. 86-96, illus.).

Good introduction to the study of Latin America. It touches on the naming of the hemisphere, earliest inhabitants, the great epic of the wars of independence, other points of historic interest, and possibilities of the future.

DE SAINT-EXUPÉRY, ANTOINE. *Toward the Frontiers of Night* (*Jr. Red Cross Jour.*, November 1939, p. 67-68, reprinted from book *Night Flight*, Appleton-Century).

" . . . Thus the three planes of the air-mail service, from Patagonia, Chile and Paraguay, were converging from south, west and north to Buenos Aires . . . " Exceedingly beautiful description of night scenes, the plane, the thoughts of Fabien who brings the mail from the far south. As approach to work in transportation, regional areas; for language arts.

FISHER, CLYDE. *Eclipse in Peru* (*Nat. Hist.*, November 1937, p. 631-640, illus.).

The text is in the form of a travelogue. In addition to the astronomy interest, the photographs show monuments of the past as the traveler sees them today. Pictured are: ancient Chimu fortress at Paramonga; Chan-Chan, great ancient city of the coastal (Chimu) civilization, at Trujillo; Perichole Palace, Lima, a fine example of Spanish Colonial architecture built for a Viceroy's favorite, the great actress of her day; a descendant of the Inca in native costume, playing a reed flute.

Flying over Rio (*Jr. Red Cross Jour.*, January 1939, cover.)

Shows plane flying over the harbor of Rio de Janeiro.

LANKS, HERBERT C. *The Inter-American Highway* (*Bull Pan Amer. Union*, December 1938, p. 700-713, illus.).

The illustrations and physical description of the countries—the ruggedness of the terrain, volcanoes, flora—will continue useful regardless of later progress made in construction of the highway itself.

MARDEN, LUIS. *On the Cortés Trail* (*Natl. Geog.*, September 1940, p. 335-375, illus.).

A vivid and detailed account of trip over the route that Cortés followed more than 400 years ago, mapped from documents and histories. Interwoven

is the historical account of the Conqueror's march. Informal style. Excellent pictures of contemporary scene accompany the article; picture series entitled "In Montezuma's Painted Land."

The Pan American Highway will Unite All of the Americas (*House and Garden*, May 1941, p. 30-31, illus.).

Twenty-two captioned pictures showing glimpses of the route from Texas to Panama. Good suggestions for posters, friezes, or home-made movies at elementary school level. There is a shaded outline map of Mexico and Central America showing the route of the completed highway. The photographs include costumes, industries, recreation and architecture.

VALENTINI, E. E. The Pan American Highway (*Bull. Pan Amer. Union*, July 1941, p. 386-396, illus.).

Comprehensive material from the office concerned with the over-all project. Resolutions and recommendations which led to the birth of the highway idea in 1923; progress of the project through the years; present needs and status; geographical conditions; significance of the highway as a means of international solidarity, appreciation and good will. Inquiries most frequently received: Can I drive through to the Panama Canal?—to Buenos Aires? (The answer is no—not yet). Two highway outline maps, one of Mexico and Central America, the other of South America. 11 photographs.

IV. REFERENCES FOR THE TEACHER

1. BOOKS

CARLSON, FRED A. Geography of Latin America. New York. Prentice-Hall, Inc. 1941. 642 p., illus.

Brief information on inter-American waterways and railways as well as on the transportation facilities of the individual countries of South America is included in this book. Particularly helpful are the 200 maps and photographs some of which show trade routes and others illustrate transportation methods and scenes along the inter-American highway.

FRANCK, HARRY A. and HERBERT C. LANKS. The Pan American Highway. From the Rio Grande to the Canal Zone. New York. D. Appleton-Century Co. 1940. 249 p. illus.

The countries, the peoples and their customs as seen along the highway from northern Mexico, through Guatemala, Salvador, Honduras, Nicaragua, Costa Rica and down to Panama are described by the authors, who also took time for many side trips along the way. One hundred fifty superb photographs illustrate the book, giving the reader vivid impressions of the beauty of the landscape as well as an excellent close-up of the people at work and at play. Particularly recommended for the illustrations, which would be valuable to pupil and teacher.

HAGER, ALICE ROGERS. Wings over the Americas. New York. The Macmillan Co. 1940. 162 p., illus.

From her experience in flying over many thousands of miles of new airways in the Americas as an aviation reporter, the author writes an exciting and interesting account of flying in Latin America. In addition to giving a great deal of fascinating material on commercial flying, the author introduces us to many personalities connected with aviation in the Americas. Included also are brief comments on the countries and the peoples. Thirty-one good photographs, most of them of places and planes, illustrate the book. Two end paper maps are included.

NILES, BLAIR. Peruvian Pageant. Indianapolis. Bobbs-Merrill & Co. 309 p., illus.

Combining history with her own travel account, the author presents a colorful and readable story of a "journey in time" in which she uses ancient and modern means of transportation to take her to village and city throughout Peru. Excellent photographs illustrate the book, and an index and map add to the reader's convenience.

RAUSHENBUSH, JOAN. Look at Latin America. Headline Book Series. New York. Foreign Policy Assn. 1940. 64 p., illus.

The route of the Pan American highway, the principal railroads, airways and shipping lines are shown on excellent maps and supplemented by brief comment

in the text. Material and maps and charts on peoples, land and climate, products, schools, health, industries and many other aspects of the twenty republics are also included in this handy reference book on Latin America.

SIMPSON, LESLEY BYRD. *Many Mexicos*. New York. G. P. Putnam's Sons. 1941. 336 p.

In Chapter XIV (p. 160-165) the author briefly discusses transportation in Mexico at the time of the Spanish conquest and brings it down to the present day as one of the most vital and difficult questions which faces modern Mexico.

2. PERIODICALS AND PAMPHLETS

DANIELS, JOSEPHUS. The Diplomatic Corps Tours Central Mexico in the Presidential Train (*Amer. For. Serv. Jour.*, February 1936, p. 70-73, 110, illus.).

Informal account, including description of a visit to Chichén Itzá, in the form of a travelogue. Of special interest for the glimpse of official representatives of the United States government on tour. Ambassador Daniels relates how the party was received and discusses the ruins as an interested layman.

D'EÇA, RAUL. History and Travel in the Americas (*Bull. Pan Amer. Union*, February 1938, p. 68-96, illus.).

Material for lesson planning in upper elementary grades. See Junior High School list.

FISHER, CLYDE. Eclipse in Peru (*Nat. Hist.*, November 1937, p. 631-640, illus.).

See Junior High School list. Astronomy and picture interest of ancient sites as seen today; elementary grades will need teacher's guidance.

LANKS, HERBERT C. The Inter-American Highway (*Bull. Pan Amer. Union*, December 1938, p. 700-713, illus.).

See Junior High School list. Picture interest for elementary grades. Included are the snow-crowned Sleeping Woman (Ixtaccíhuatl), a street in San Salvador, etc.

MACMANUS, SEUMAS. Parish Priest of the Pacific (*Catholic World*, April 1939, p. 60-68).

Delightful travel story of voyage through Panama Canal and along the coast of Central America, told by a well-known Irish author. Padre Tomás of San José de Guatemala, the center of interest in this narrative, is a personality familiar to many travelers. People and social customs are described and the teacher will find material to retell to her class, such as the case of the man who tried to sell a large number of parrots at the time of a psittacosis (parrot-fever) scare.

MARDEN, LUIS. On the Cortés Trail (*Natl. Geog.*, September 1940, p. 335-373, illus.).

See Junior High School list. Material for teacher to retell to elementary; pictures.

MEARS, LOUISE W. A Test on the Panama Canal (*Instructor*, April 1936, p. 36).

A completion test on the history of the canal and the geography of the isthmus, for intermediate grade pupils. There are eighteen statements to be completed, with an accompanying key.

The Pan American Highway (*Child Life*, Activities Sec., November 1940, illus.).

Discussion of the Pan American Highway as far as completed and of sections surveyed and partially completed, based on a report of the Travel Division of the Pan American Union. There is an outline map of the western hemisphere, with a scale of miles, showing the highway as planned and as partly completed.

VALENTINI, E. E. The Pan American Highway (*Bull. Pan Amer. Union*, July 1941, p. 386-396, illus.).

Comprehensive material with content interest for elementary grades. See Junior High School listing. The elementary teacher will value photographs of scenes along the highway, especially a herd of llamas in Peru, cattle on the Argentine pampas and an Ecuadorian village scene.

WOOD, MABEL V. The Paraná Way to the Iguazú Falls (*Jour. Geog.*, May 1931, p. 205-218, illus.).

Description of a trip from Buenos Aires to the Iguazú Falls by way of the Paraná River, the observations of a teacher who knew the questions children would ask. Changing ways of transportation will not "date" the material stressed: glimpses through doorways, description of the hilltop houses of yerba

mate planters, islands in the Paraná, wild orchids, annual flood, the brilliant stars of the Southern Cross, fog, wind, sunsets, the Iguazú Falls second only to Africa's Victoria Falls in height.

KEY TO ABBREVIATIONS

Amer. For. Serv. Jour.....	American Foreign Service Journal.
Bull. Pan Amer. Union.....	Bulletin of the Pan American Union.
Jour. Geog.....	Journal of Geography.
Jr. Arts and Activ.....	Junior Arts and Activities.
Jr. Red Cross Jour.....	Junior Red Cross Journal.
Jr. Red Cross News.....	American Junior Red Cross News.
Jr. Schol.....	Junior Scholastic.
Natl. Geog.....	National Geographic Magazine.
Nat. Hist.....	Natural History.

TEACHER'S ADDITIONS

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